

Career Visions Workforce Preparation Curriculum

Section IV

Retention

Unit	Title	English Standard(s) Alignment
1	ADA Awareness – Revisit	Reading 2.0 Writing Applications 2.3 Listening and Speaking 1.0
2	Self-Advocacy – ME! System	Reading 2.0 Written and Oral Language Conventions 1.1, 1.2 Writing 1.9, 2.4 Listening and Speaking 1.0, 1.1, 1.3
3	Disclosure and Workplace Accommodations	Reading 2.0 Writing 1.0, 1.1, 1.2, 1.3, 1.5 Writing Applications 2.2 Written and Oral Language Conventions 1.1, 1.2 Listening and Speaking 1.0, 1.6, 1.8
4	Teen Worker Safety	Reading 2.0, 2.1 Speaking Applications 2.1, 2.2 Listening and Speaking 1.0, 1.7 Written and Oral Language Conventions 1.0, 1.1, 1.2
5	Workers Compensation Rights	Reading 2.0 Writing 1.0 Writing Applications 2.5 Written and Oral Language Conventions 1.1, 1.2
6	10 Employer Expectations	Reading 2.0 Written and Oral Language Conventions 1.1, 1.2 Writing Applications 2.2, 2.3
7	Objectionable Work Behaviors	Reading 2.0 Written and Oral Language Conventions 1.1, 1.2 Writing Applications 2.2
8	Job Success	Reading 2.0 Written and Oral Language Conventions 1.1,

		1.2 Writing Applications 2.2
9	Transferrable Job Skills	Reading 2.0 Written and Oral Language Conventions 1.1, 1.2 Writing Applications 2.2
10	Surviving a Bad Work Environment	Reading 2.0 Written and Oral Language Conventions 1.1, 1.2 Writing Applications 2.2
11	Managing Change	Reading 2.0 Written and Oral Language Conventions 1.1, 1.2 Writing Applications 2.2
12	Building Work Relationships	Reading 2.0 Written and Oral Language Conventions 1.1, 1.2 Writing Applications 2.2
13	Your Attitude at Work	Reading 2.0 Written and Oral Language Conventions 1.1, 1.2 Writing Applications 2.2, 2.4
14	Handling Criticism	Reading 2.0 Written and Oral Language Conventions 1.1, 1.2 Writing Applications 2.2, 2.4
15	Sexual Harassment in the Workplace	Reading 2.0 Written and Oral Language Conventions 1.1, 1.2 Writing Applications 2.0, 2.2
16	Work Evaluations	Reading 2.0 Written and Oral Language Conventions 1.1, 1.2 Listening and Speaking 1.0
17	Use of Company Property	Reading 2.0 Written and Oral Language Conventions 1.1 Listening and Speaking 1.0, 1.6
18	Email Etiquette and Social Media	Reading 2.0 Writing 1.0, 1.3, 2.5 Written and Oral Language Conventions 1.1 Listening and Speaking 1.0, 1.2, 2.1, 2.4
19	10 Tips for Leaving Jobs Ethically	Reading 2.0 Writing 1.0, 1.3, 1.5

		Writing Applications 2.5
20	Resignation Letter	Reading 2.0 Written and Oral Language Conventions 1.1 Writing Applications 2.5
21	Letter of Reference	Reading 2.0 Written and Oral Language Conventions 1.1 Writing Applications 2.5
22	Workforce Readiness Certificate	



Section IV- Unit 1

The ADA: Your Responsibilities as an Employer

Who Is Protected?

Title I of the ADA protects qualified individuals with disabilities from employment discrimination. Under the ADA, a person has a disability if he has a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who have a record of a substantially limiting impairment, and people who are regarded as having a substantially limiting impairment.

To be protected under the ADA, an individual must have, have a record of, or be regarded as having a substantial, as opposed to a minor, impairment. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, learning or working.

An individual with a disability must also be qualified to perform the essential functions of the job with or without reasonable accommodation, in order to be protected by the ADA. This means that the applicant or employee must:

- satisfy your job requirements for educational background, employment experience, skills, licenses, and any other qualification standards that are job related; and
- be able to perform those tasks that are essential to the job, with or without reasonable accommodation.

The ADA does not interfere with your right to hire the best qualified applicant. Nor does the ADA impose any affirmative action obligations. The ADA simply prohibits you from discriminating against a qualified applicant or employee because of her disability.

Once you have hired an applicant, you cannot require a medical examination or ask an employee questions about disability unless you can show that these requirements are job related and necessary for the conduct of your business. You may conduct voluntary medical examinations that are part of an employee health program.

The results of all medical examinations or information from inquiries about a disability must be kept confidential, and maintained in separate medical files. You may provide medical information required by State workers' compensation laws to the agencies that administer such laws.

Do Individuals Who Use Drugs Illegally Have Rights Under the ADA?

Anyone who is currently using drugs illegally is not protected by the ADA and may be denied employment or fired on the basis of such use. The ADA does not prevent employers from testing applicants or employees for current illegal drug use, or from making employment decisions based on verifiable results. A test for the illegal use of drugs is not considered a medical examination under the ADA; therefore, it is not a prohibited pre-employment medical examination and you will not have to show that the administration of the test is job related and consistent with business necessity. The ADA does not encourage, authorize or prohibit drug tests.

Can I Require Medical Examinations or Ask Questions About an Individual's Disability?

It is unlawful to:

- ask an applicant whether she is disabled or about the nature or severity of a disability, or
- to require the applicant to take a medical examination before making a job offer.

You can ask an applicant questions about ability to perform job-related functions, as long as the questions are not phrased in terms of a disability. You can also ask an applicant to describe or to demonstrate how, with or without reasonable accommodation, the applicant will perform job-related functions.

After a job offer is made and prior to the commencement of employment duties, you may require that an applicant take a medical examination if everyone who will be working in the job category must also take the examination. You may condition the job offer on the results of the medical examination.

The ADA: Your Responsibilities as an Employer

How Are Essential Functions Determined?

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. You should carefully examine each job to determine which functions or tasks are essential to performance. (This is particularly important before taking an employment action such as recruiting, advertising, hiring, promoting or firing).

Factors to consider in determining if a function is essential include:

- whether the reason the position exists is to perform that function,
- the number of other employees available to perform the function or among whom the performance of the function can be distributed, and
- the degree of expertise or skill required to perform the function.

Your judgment as to which functions are essential, and a written job description prepared before advertising or interviewing for a job will be considered by EEOC as evidence of essential functions. Other kinds of evidence that EEOC will consider include:

- the actual work experience of present or past employees in the job,
- the time spent performing a function,
- the consequences of not requiring that an employee perform a function, and the terms of a collective bargaining agreement.

What Are My Obligations to Provide Reasonable Accommodations?

Reasonable accommodation is any change or adjustment to a job or work environment that permits a qualified applicant or employee with a disability to participate in the job application process, to perform the essential functions of a job, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities. For example, reasonable accommodation may include:

- acquiring or modifying equipment or devices,
- job restructuring,
- part-time or modified work schedules,
- reassignment to a vacant position,
- adjusting or modifying examinations, training materials or policies,
- providing readers and interpreters, and
- making the workplace readily accessible to and usable by people with disabilities.

Reasonable accommodation also must be made to enable an individual with a disability to participate in the application process, and to enjoy benefits and privileges of employment equal to those available to other employees.

It is a violation of the ADA to fail to provide reasonable accommodation to the known physical or mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of your business. Undue hardship means that the accommodation would require significant difficulty or expense.

The ADA: Your Responsibilities as an Employer

What is the Best Way to Identify a Reasonable Accommodation?

Frequently, when a qualified individual with a disability requests a reasonable accommodation, the appropriate accommodation is obvious. The individual may suggest a reasonable accommodation based upon her own life or work experience. However, when the appropriate accommodation is not readily apparent, you must make a reasonable effort to identify one. The best way to do this is to consult informally with the applicant or employee about potential accommodations that would enable the individual to participate in the application process or perform the essential functions of the job. If this consultation does not identify an appropriate accommodation, you may contact the EEOC, State or local vocational rehabilitation agencies, or State or local organizations representing or providing services to individuals with disabilities. Another resource is the Job Accommodation Network (JAN). JAN is a free consultant service that helps employers make individualized accommodations. The telephone number is 1-800-526-7234.

When Does a Reasonable Accommodation Become An Undue Hardship?

It is not necessary to provide a reasonable accommodation if doing so would cause an undue hardship. Undue hardship means that an accommodation would be unduly costly, extensive, substantial or disruptive, or would fundamentally alter the nature or operation of the business. Among the factors to be considered in determining whether an accommodation is an undue hardship are the cost of the accommodation, the employer's size, financial resources and the nature and structure of its operation.

If a particular accommodation would be an undue hardship, you must try to identify another accommodation that will not pose such a hardship. If cost causes the undue hardship, you must also consider whether funding for an accommodation is available from an outside source, such as a vocational rehabilitation agency, and if the cost of providing the accommodation can be offset by state or federal tax credits or deductions. You must also give the applicant or employee with a disability the opportunity to provide the accommodation or pay for the portion of the accommodation that constitutes an undue hardship.

Additional Questions and Answers on the Americans with Disabilities Act

Q. What is the relationship between the ADA and the Rehabilitation Act of 1973?

A. The Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap by the federal government, federal contractors and by recipients of federal financial assistance. If you were covered by the Rehabilitation Act prior to the passage of the ADA, the ADA will not affect that coverage. Many of the provisions contained in the ADA are based on Section 504 of the Rehabilitation Act and its implementing regulations. If you are receiving federal financial assistance and are in compliance with Section 504, you are probably in compliance with the ADA requirements affecting employment except in those areas where the ADA contains additional requirements. Your nondiscrimination requirements as a federal contractor under Section 503 of the Rehabilitation Act will be essentially the same as those under the ADA; however, you will continue to have additional affirmative action requirements under Section 503 that do not exist under the ADA.

Q. If I have several qualified applicants for a job, does the ADA require that I hire the applicant with a disability?

A. No. You may hire the most qualified applicant. The ADA only makes it unlawful for you to discriminate against a qualified individual with a disability on the basis of disability.

Q. One of my employees is a diabetic, but takes insulin daily to control his diabetes. As a result, the diabetes has no significant impact on his employment. Is he protected by the ADA?

A. Yes. The determination as to whether a person has a disability under the ADA is made without regard to [mitigating measures](#), such as medications, auxiliary aids and reasonable accommodations. If an individual has an impairment that substantially limits a major life activity, she is protected under the ADA, regardless of the fact that the disease or condition or its effects may be corrected or controlled.

Q. One of my employees has a broken arm that will heal but is temporarily unable to perform the essential functions of his job as a mechanic. Is this employee protected by the ADA?

A. No. Although this employee does have an impairment, it does not substantially limit a major life activity if it is of limited duration and will have no long term effect.

with disabilities?

A. No. The ADA only requires that you provide an employee with a disability equal access to whatever health insurance coverage you provide to other employees. For example, if your health insurance coverage for certain treatments is limited to a specified number per year, and an employee, because of a disability, needs more than the specified number, the ADA does not require that you provide additional coverage to meet that employee's health insurance needs. The ADA also does not require changes in insurance plans that exclude or limit coverage for pre-existing conditions.

Q. Does the ADA require that I post a notice explaining its requirements?

A. The ADA requires that you post a notice in an accessible format to applicants, employees and members of labor organizations, describing the provisions of the Act. EEOC will provide employers with a poster summarizing these and other Federal legal requirements for nondiscrimination. EEOC will also provide guidance on making this information available in accessible formats for people with disabilities.

Q. Am I obligated to provide a reasonable accommodation for an individual if I am unaware of her physical or mental impairment?

A. No. An employer's obligation to provide reasonable accommodation applies only to known physical or mental limitations. However, this does not mean that an applicant or employee must always inform you of a disability. If a disability is obvious, e.g., the applicant uses a wheelchair, the employer "knows" of the disability even if the applicant never mentions it.

Q. How do I determine whether a reasonable accommodation is appropriate and the type of accommodation that should be made available?

A. The requirement generally will be triggered by a request from an individual with a disability, who frequently can suggest an appropriate accommodation. Accommodations must be made on a case-by-case basis, because the nature and extent of a disabling condition and the requirements of the job will vary. The principal test in selecting a particular type of accommodation is that of effectiveness, i.e., whether the accommodation will enable the person with a disability to perform the essential functions of the job. It need not be the best accommodation or the accommodation the individual with a disability would prefer, although primary consideration should be given to the preference of the individual involved. However, as the employer, you have the final discretion to choose between effective accommodations, and you may select one that is least expensive or easier to provide.

Q. When must I consider reassigning an employee with a disability to another job as a reasonable accommodation?

A. When an employee with a disability is unable to perform her present job even with the provision of a reasonable accommodation, you must consider reassigning the employee to an existing position that she can perform with or without a reasonable accommodation. The requirement to consider reassignment applies only to employees and not to applicants. You are not required to create a position or to bump another employee in order to create a vacancy. Nor are you required to promote an employee with a disability to a higher level position.

Q. What if an applicant or employee refuses to accept an accommodation that I offer?

A. The ADA provides that an employer cannot require a qualified individual with a disability to accept an accommodation that is neither requested nor needed by the individual. However, if a necessary reasonable accommodation is refused, the individual may be considered not qualified.

Q. If our business has a health spa in the building, must it be accessible to employees with disabilities?

A. Yes. Under the ADA, workers with disabilities must have equal access to all benefits and privileges of employment that are available to similarly situated employees without disabilities. The duty to provide reasonable accommodation applies to all non-work facilities provided or maintained by you for your employees. This includes cafeterias, lounges, auditoriums, company-provided transportation and counseling services. If making an existing facility accessible would be an undue hardship, you must provide a comparable facility that will enable a person with a disability to enjoy benefits and privileges of employment similar to those enjoyed by other employees, unless this would be an undue hardship.

Q. If I contract for a consulting firm to develop a training course for my employees, and the firm arranges for the course to be held at a hotel that is inaccessible to one of my employees, am I liable under the ADA?

A. Yes. An employer may not do through a contractual or other relationship what it is prohibited from doing directly. You would be required to provide a location that is readily accessible to, and usable by your employee with a disability unless to do so would create an undue hardship.

Q. What are my responsibilities as an employer for making my facilities accessible?

A. As an employer, you are responsible under Title I of the ADA for making facilities accessible to qualified applicants and employees with disabilities as a reasonable accommodation, unless this would cause undue hardship. Accessibility must be provided to enable a qualified applicant to participate in the application process, to enable a qualified individual to perform essential job functions and to enable an employee with a disability to enjoy benefits and privileges available to other employees. However, if your business is a place of public accommodation (such as a restaurant, retail store or bank) you have different obligations to provide accessibility to the general public, under Title III of the ADA. Title III also will require places of public accommodation and commercial facilities (such as office buildings, factories and warehouses) to provide accessibility in new construction or when making alterations to existing structures. Further information on these requirements may be obtained from the U.S. Department of Justice, which enforces Title III. (See page 22).

Q. Under the ADA, can an employer refuse to hire an individual or fire a current employee who uses drugs illegally?

A. Yes. Individuals who currently use drugs illegally are specifically excluded from the ADA's protections. However, the ADA does not exclude:

- persons who have successfully completed or are currently in a rehabilitation program and are no longer illegally using drugs, and
- persons erroneously regarded as engaging in the illegal use of drugs.

Q. Does the ADA cover people with AIDS?

A. Yes. The legislative history indicates that Congress intended the ADA to protect persons with AIDS and HIV disease from discrimination.

Q. Can I consider health and safety in deciding whether to hire an applicant or retain an employee with a disability?

A. The ADA permits an employer to require that an individual not pose a direct threat to the health and safety of the individual or others in the work-place. A direct threat means a significant risk of substantial harm. You cannot refuse to hire or fire an individual because of a slightly increased risk of harm to himself or others. Nor can you do so based on a speculative or remote risk. The determination that an individual poses a direct threat must be based on objective, factual evidence regarding the individual's present ability to perform essential job functions. If an applicant or employee with a disability poses a direct threat to the health or safety of himself or others, you must consider whether the risk can be eliminated or reduced to an acceptable level with a reasonable accommodation.

Q. Am I required to provide additional insurance for employees?

A. No. The ADA only requires that you provide an employee with a disability equal access to whatever health insurance coverage you provide to other employees. For example, if your health insurance coverage for certain treatments is limited to a specified number per year, and an employee, because of a disability, needs more than the specified number, the ADA does not require that you provide additional coverage to meet that employee's health insurance needs. The ADA also does not require changes in insurance plans that exclude or limit coverage for pre-existing conditions.

Q. Does the ADA require that I post a notice explaining its requirements?

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Disability-Related Training
WORKSHEET

1. Of the following, who has an impairment?
 - A person who cannot read because of dyslexia
 - A person who cannot read because they dropped out of school
 - A person who is stressed because of their job or personal life pressures
 - A person with HIV
 - A person with tuberculosis
 - A person who is obese

2. Of the following, who has a disability?
 - A person with arthritis in her wrists and hands
 - A person with a back injury that causes considerable pain when she walks
 - A disabled veteran
 - A person suffering from a bad case of the flu
 - A person with a history of cancer
 - A person with a history of mental illness
 - A person with an educational record of learning disabilities

3. A qualified job applicant was formally a patient at a state institution. When she was very young, she was misdiagnosed as being psychopathic and this misdiagnosis was never removed from her records. The employer does not hire her based on this record. Did the employer violate the ADA?

4. A job applicant was in a treatment facility for cocaine addiction several years ago. He has been successfully rehabilitated and has not engaged in the illegal use of drugs since receiving treatment. He has a record of an impairment that substantially limits his major life activities. An employer rejects his application based on previous drug addiction. Did the employer violate the ADA? What if he had a record of casual drug use?

5. An experienced assistant manager of a convenience store who had a prominent facial scar was passed over for promotion to store manager. The owner promoted a less experienced part-time clerk because he believed that customers and vendors would be uncomfortable in face-to-face meetings with the assistant manager. Did the owner violate the ADA?

6. An employer discharged an employee because she is HIV positive. The employer believes that the employee will have attendance problems and would be less productive than the rest of the staff. Did the employer violate the ADA?

7. A file clerk position description states that the person holding the job answers the telephone, sorts manuals, files and retrieves written materials. The telephone is usually answered by other employees. An employer decides to disqualify a person who is hearing impaired from the position because he cannot answer the phone. Did the employer violate the ADA?
8. An applicant has one arm and the job requires placing bulky items up to six feet high. The interviewer asked the applicant to demonstrate how she would perform the job, with or without a reasonable accommodation. Did the interviewer violate the ADA?
9. An interviewer asks an applicant with one leg to demonstrate her ability to sort small parts while seated, and does not ask other applicants to demonstrate the task. Did the interviewer violate the ADA?
10. A company application asks, "Are you willing to work overtime?" The HR Manager disqualifies any applicant who responds, "No". Did the HR Manager violate the ADA?

Unit 1: Getting Started

Lesson Overviews

Unit Purpose: The purpose of Unit 1 is to familiarize students with the concepts of self-awareness and self-advocacy, provide students opportunities to identify and discuss their strengths and needs, and help them identify questions they have regarding self-awareness and self-advocacy. Additionally, students are introduced to the KWL chart and the ME! Book, both of which are used throughout the remaining lessons and units.

Lesson 1: Understanding Self-Awareness & Self-Advocacy

Objectives

Students will:

1. define self-awareness and self-advocacy
2. identify examples of self-awareness and self-advocacy
3. identify personal strengths, weaknesses, likes, and dislikes
4. use retelling skills to participate in oral presentation (Extension Activity)
5. complete the ME! Scale

Materials

1. Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
2. Student ME! Scale
3. Parent/guardian YOU! Scale

Activities and Procedures: Students begin Lesson 1 by listening to and analyzing a scenario read to them by the teacher. Once students have discussed the scenario, they complete Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy. As they complete worksheet 1-1, students define the terms self-awareness and self-advocacy and answer a series of questions requiring them to identify personal likes, dislikes, strengths, and weaknesses. Once students finish worksheet 1-1, they each complete a copy of the ME! Scale, which should take approximately 10 minutes. Students must also take home a copy of the YOU! Scale to be completed by a parent or guardian. Each student will need a copy of the completed YOU! Scale to use in Lesson 2.

Student Evaluation:

1. Completion of ME! Scale
2. Completed worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
3. Verbal participation during class discussion

Extension Activity: Lesson 1 includes one Extension Activity. For the activity, students are asked to revisit the scenario read at the beginning of Lesson 1. Students work in small groups to change the scenario by including examples of self-awareness and self-advocacy. Each

group shares their story aloud once it is completed. This activity takes approximately 15-30 to complete.

Lesson 2: Understanding What It's all About

Objectives

Students will:

1. compare ME! and YOU! Scales
2. identify similarities and differences on the ME! and YOU! Scales
3. develop strategies to improve scores on ME! and YOU! Scales
4. add to KWL (Know, Want to Know, Learned) chart

Materials

1. Completed ME! and YOU! Scales (from Lesson 1)
2. Worksheet 1-2: My Improvement Plan
3. Three ring binder for each student
4. Eight tabbed dividers for each student
5. Three hole punch
6. ME! Book Instructions and Table of Contents
7. Markers, paper, etc for students to decorate ME! Book cover
8. Unit 1 Knowledge Quiz

Activities and Procedures: Before beginning Lesson 2, students need their completed worksheet 1-1, their ME! Scale, and YOU! Scale from Lesson 1. Lesson 2 begins with a review of the terms self-awareness and self-advocacy. Next, students compare the results of the two scales and use that information to complete worksheet 1-2: My Improvement Plan. Once students complete their worksheet, they begin assembling their ME! Book using the instructions and table of contents provided with the lesson materials. Next, students are introduced to the KWL chart, which is completed as a class. It is important to model the KWL procedure for students during Lesson 2, prior to introducing the individual KWL chart in Unit 2. As a closing activity each student completes the Unit 1 Knowledge Quiz.

Student Evaluation:

1. Participation during group work
2. Completed Unit 1-2 Worksheet: My Improvements Plan
3. Verbal participation during class discussion
4. Completion of written story (Extension Activity)
5. Unit 1 Knowledge Quiz

Extension Activity: Lesson 2 Extension Activity requires students to work in small groups to develop a story based on 11 guiding questions. Next, each group shares aloud the completed story as a way to facilitate discussion about self-advocacy and self-awareness. The time required to complete this activity varies based on the number of students in your class and the extent to which you require groups to write the story. This activity should take a minimum of 30 minutes.

Unit 1: Getting Started

COMMON CORE STANDARDS

- High School English Language Arts (Grades 9-10 & 11-12)

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.*
- b. [CCSS.ELA-Literacy.L.9-10.1b](#) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. [CCSS.ELA-Literacy.L.9-10.2c](#) Spell correctly.

[CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. [CCSS.ELA-Literacy.L.11-12.2b](#) Spell correctly.

[CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. [CCSS.ELA-Literacy.L.9-10.3a](#) Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- c. [CCSS.ELA-Literacy.L.11-12.3a](#) Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. [CCSS.ELA-Literacy.L.9-10.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- b. [CCSS.ELA-Literacy.W.9-10.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.W.11-12.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- b. [CCSS.ELA-Literacy.W.11-12.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- e. [CCSS.ELA-Literacy.W.11-12.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.5](#): Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

[CCSS.ELA-Literacy.W.9-10.10](#): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[CCSS.ELA-Literacy.W.11-12.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#): Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.9-10.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

[CCSS.ELA-Literacy.SL.9-10.3](#): Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.9-10.4](#): Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.9-10.6](#): Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

Lesson 1

Understanding Self-Awareness & Self-Advocacy

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. define self-awareness and self-advocacy
2. identify examples of self-awareness and self-advocacy
3. identify personal strengths, weaknesses, likes, and dislikes
4. use retelling skills to participate in oral presentation (Extension Activity)
5. complete the ME! Scale

MATERIALS

1. Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
2. Student ME! Scale
3. Parent/guardian YOU! Scale

LESSON OPENING

Read the following scenario to the class. This scenario is included on the back of worksheet 1-1, for reference as needed by students throughout Unit 1.

I will read you a short story about a high school student named Mike. Listen carefully while I read the story. Listen for situations in the story that are similar or different from your experiences.

Mike is a 17-year-old high school student who has a learning disability. He attends the general education classroom for all classes except English. He has always had a difficult time with spelling, reading and writing legibly. He attends Ms. Jones special education classroom for English. Mike has heard his teachers and mom talk about his IEP, but he is not sure what an IEP is and has never been interested enough to ask. He also knows that his mom comes to the school at least once a year for an IEP meeting. Last year, his special education teacher invited Mike to the meeting, but he hated the idea of sitting around a table with all his teachers while they talked about him.

When Mike takes a test for history or science class, he usually goes to the special education classroom to have Ms. Jones read the test to him. Most of the time he does not have to answer all of the questions, just the ones Ms. Jones or his classroom teacher has circled on the test. He rarely is required to answer the essay questions on tests. When he finishes his test, Ms. Jones puts it in a large envelope and places it in her desk. The only time Mike sees his test again is if he did poorly on it and needs to make corrections. Mike does not

understand who decided he would take his tests this way but he likes the routine because it makes it easier for him to pass his tests.

Mike will be a senior next year and is looking forward to graduation. He plans to attend a local college after graduation and believes he should do well since he has always earned passing grades in his classes.

Discussion point(s):

- Ask students to think about Mike’s situation. Specifically, his classes, tests, and assignments.
 - *Is there anything in Mike’s story that you can relate to your life?*
 - *What, if anything do you have in common with Mike?*
 - **Modification: have students highlight items in the story that are similar to theirs**
- Provide students with 1 to 2 minutes to think about the questions you asked.
- Provide students an opportunity to share their thoughts if they wish to do so.
- Move on to the procedure below.

PROCEDURE

1. Students participate in class discussion about the meaning of “self-awareness” and “self-advocacy” and complete worksheet 1-1.

Handout: Distribute worksheet 1-1: Understanding Self-Awareness and Self-Advocacy to each student.

- Write the word “self-awareness” on the board in front of the classroom.
- Ask students what they think “self-awareness” means and provide them an opportunity to respond.
 - *The word “self” means “me” and the word “awareness” means to know something, to be informed of something.*
 - *“Self-awareness” refers to a person knowing about himself or herself.*
 - *Take a minute to write the meaning of self-awareness on your worksheet.*
 - *Take a minute to think of answers to the following questions:*
 - *What are some things you do well?*
 - *What are some things you need to improve?*
 - *What are things you enjoy doing? Why do you like these things?*
 - *What are things you dislike doing? Why do you dislike these things?*
 - *What is important to you? Why?*
 - *Each of these questions are listed on your worksheet. Please take a minute to write down answers to each of these questions.*

- Provide students time to answer the questions on their paper.
- Have a few students share their answers aloud.
 - *These questions are about basic information you need to know about yourself in order to be self-aware.*
- Write the word “Self-advocacy” on the board in front of the classroom.
- Ask students what they think “Self-advocacy” means and provide them an opportunity to respond.
 - *Self-advocacy refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
 - *Take a minute to write the meaning of self-advocacy on your worksheet.*

Discussion point(s): Read and discuss the following scenario about Lucy and self-advocacy.

- *The following story about Lucy is a good example of self-advocacy. Listen while I read. Try to identify how Lucy self-advocates during the story.*
- *Lucy is a high school student who wears contacts. Even though she wears contacts, she cannot see small things from far away. When Lucy arrived to Algebra class on Monday, her teacher had made a new seating chart that left Lucy sitting at the back of the room. Lucy stayed after class to explain to her teacher that she needed to sit closer to the front because she could not see the board even when she wears her contacts.*

Use the following questions to guide a class discussion about the scenario.

- Why was it important for Lucy to speak up for herself?
- Do you think Lucy did the right thing?
- Have you ever been in a situation that you needed something changed in order to do your best? If so, did you speak up for yourself?
- Was it difficult for you to speak up for yourself? Explain.
- What would you have done in Lucy’s situation?
- How could Lucy’s actions in this situation impact her future?

Discussion point(s): Communication Skills

- *It is important to always use appropriate communication skills when advocating. If you are rude or belligerent, people will likely not listen to you. You must be able to explain why your need is important. If you cannot explain your need, you cannot expect the other person to understand why it is important. This applies to school, work and all other aspects of life. We will talk more about how to communicate effectively in Unit 5. I want you to spend some time between now*

and then thinking about the way you communicate with others. Think about your tone of voice, facial expression, body language, the words you use, and your level of self-confidence when talking to others.

Extension Activity: Use the following questions to guide a class discussion about “self-awareness” and “self-advocacy.”

- *Think about Mike! Are there any examples of “self-awareness” in his story?*
- *Are there any examples of “self-advocacy” in his story?*

After discussing the above questions, have students split into small groups and change Mike’s story to include examples of self-awareness and self-advocacy. Remind students that a copy of Mike’s story is on the back of their worksheet for reference if needed. There is also space on the paper for students to make notes about how they will change the story.

- Provide each small group time and opportunity to share their story about Mike.

Discussion point(s): Guide students to the table on worksheet 1-1. Have students brainstorm ideas about when and where they might have to self-advocate.

- *Let’s make a list of places or situations you might need to advocate for yourself. (Have students answer aloud while you write answers on overhead, chart paper, or dry erase board.)*
- *Can you advocate for yourself if you lack self-awareness? Why or why not?*
- *Choose an example from the list of places/situations you identified. Tell me something you might need to know about yourself to advocate in that situation. (Have students answer aloud while you write answers on overhead, chart paper, or dry erase board.)*

After classroom discussion is complete, have each student write the information you wrote on overhead, chart paper, or dry erase board on their individual worksheets. Students may also provide their own examples if they prefer. There is a table to copy five of the items onto their worksheet. Have students turn in their completed worksheets for grading.

2. Students complete ME! Scale.

Handout: Give each student a copy of the ME! Scale. It should typically take students five to ten minutes to complete the scale.

- *I am giving each of you a copy of the ME! Scale. This is not a test, but is an important tool that you will use to learn about yourself. Take a few minutes to answer all of the questions listed. Again, this is not a test, but it is very important that you answer all of the questions to the best of your ability. There are no right or wrong answers, just answers that are true for you.*
- Provide students with an opportunity to share their answers or ask questions about the ME! Scale.
- Have students turn in the completed ME! Scale.
- Distribute the YOU! Scale to each student.
- *Take this sheet home and have your parent/guardian answer each of the questions about you. Bring the completed sheet back to class with you tomorrow. You will need the answers from this sheet to help you with our next activity. Just like on the sheet you completed, it is very important that all questions are answered. There are no right or wrong answers, just answers that your parent/guardian feel best describe you. You will not have to share the answers with the class. This could be a good opportunity for you to talk to your parent/guardian about things you need to work on and the things you do well.*

LESSON CLOSURE

Discussion point(s): Have students define self-awareness and self-advocacy aloud.

- *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to improve. Things you enjoy doing. Things you dislike doing.*
- *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
- Ask students to identify aloud times and places that self-awareness and self-advocacy are necessary. Refer students to the table on worksheet 1-1 if they have difficulty providing examples.
 - *Over the next few weeks we will be working on activities to help you increase your self-awareness and help you become an effective self-advocate.*
- Remind student to bring the completed YOU! Scale back to class before the next lesson.

STUDENT EVALUATION

1. Completion of ME! Scale
2. Completed worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
3. Verbal participation during class discussion

Lesson 2

Understanding What It’s All About

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. compare ME! and YOU! Scales
2. identify similarities and differences on the ME! and YOU! Scales
3. develop strategies to improve scores on ME! and YOU! Scales
4. add to KWL (Know, Want to Know, Learned) chart

MATERIALS

1. Completed ME! and YOU! Scales
2. Worksheet 1-2: My Improvement Plan
3. Three ring binder for each student
4. Eight tabbed dividers for each student
5. Three hole punch
6. ME! Book Instructions and Table of Contents
7. Markers, paper, etc for student to decorate ME! Book cover
8. Unit 1 Knowledge Quiz

LESSON OPENING

- Review the meaning of “self-awareness” and “self-advocacy” covered during the last lesson.
 - *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to work on improving. Things you enjoy doing. Things you dislike doing.*
 - *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
 - *Identify a place and time that self-awareness knowledge and self-advocacy skills could be helpful. Think about some of the answers we brainstormed during our last lesson. Look back at worksheet 1-1 if you need some help thinking of an answer.*
- Provide students 2-3 minutes to respond verbally to this question.

- *Today we are going to talk a little more about self-advocacy and self-awareness. We are going to start by comparing your ME! and YOU! Scales.*

PROCEDURES

1. Students compare the completed ME! and YOU! Scales

Handout: Distribute completed *ME! Scales* from the last class and have students take out their completed *YOU! Scale*.

- *Everyone take out the completed YOU! Scale from your parent/guardian.*
- *I want you to take a minute to read over the answers on the YOU! Scale.*
- Provide students 2-3 minutes to read the answers.
 - *Now take a minute to read the answers you wrote on your ME! Scale during our last lesson.*
- Provide students 2-3 minutes to read the answers.
 - *Now put both of the scales next to each other and compare the answers.*
 - **Modification: Have students highlight the same answers in one color and highlight different answers in another.**
 - *What are some answers on your ME! Scale that are the same as the answers on your YOU! Scale?*
 - *What are some answers on your ME! Scale that are different to the answers on your YOU! Scale?*
 - *Find three items on the scales that you would like to have a different answer to. Circle each of those items. Your three answers can come from the YOU! Scale or the ME! Scale, or a combination of both scales.*
- Provide time and opportunity for students to discuss the items they chose and why they want different answers for those items.

2. Handout: Distribute worksheet 1-2: My Improvement Plan to each student to complete.

- Go over instructions with the students. (*see teacher edition (TE) of worksheet*)
- Provide time for students to complete the worksheet.
- Provide an opportunity for students to share their answers if they wish.

- Have students turn in completed worksheet 1-2 for grading.

3. Handout: Distribute a copy of the ME! Book Instructions and Table of Contents to each student.

- Go over instructions with the students.
- Provide time for each student to organize his/her ME! Book.

Extension Activity: Students work in small groups to create stories based on personal experiences.

- Divide students into groups of 2-5 depending on number of students and space available for group work.
- Distribute graded worksheets 1-1 from lesson 1. Students may use their answers and Mike’s story on the back as a guide while writing their story.
- Instruct each group to create a story about their experiences at school.
 - *For this activity each group will create one story about a student. You may choose one person in your group to write the story about or you may each contribute your experiences and combine those experiences into a story about one character. You need to discuss your experiences with your group before you make a decision about how to write your story.*

Guiding Questions: Provide each group with a copy of the following questions to help guide them as they create their story.

1. What is your character’s name?
2. What grade is he/she in and how old are they?
3. What does your character struggle with most at school?
4. What is your character doing to improve in the areas he/she struggles with?
5. Does your character attend class in the lab/resource room? If so, for what subject(s)?
6. Does your character take tests in the lab/resource room?
7. What are some things your character does well?
8. Give an example of when and how your character uses self-advocacy.
9. What are your characters plans after high school graduation?
10. You can also add information to your story as your group sees necessary.
11. You may also create a picture of your character.

Once students have completed their stories, have each group share their story aloud. Ask students to identify parts of the story in which the character displays good examples of self-advocacy and/or self-awareness. Discuss the different examples

students described as post-high school graduation plans. Have each group hand in their written story.

4. Introduce KWL chart to class. See *Using A KWL Chart* for more information on KWL charts if needed.

- Explain to students that the class will use a KWL chart to keep track of what is learned and what will be learned as the class covers self-awareness and self-advocacy.
- Draw a KWL chart on the board, overhead, or chart paper.
- Have students work as a class to list everything they know about self-awareness and self-advocacy. List these in the K (know) column of the KWL chart.
- Have students follow the same procedure to list everything they want to know about self-awareness and self-advocacy. List these in the W (want to know) column of the class KWL chart.
- Follow the same procedure to add student input in the L (learning) column of the KWL chart.
- Explain to students that they need to review the items in the W (want to know) column at the beginning and end of each lesson to make sure they are getting answers to all of their questions.

LESSON CLOSURE

Discussion point(s): Ask students to define self-awareness and self-advocacy.

- *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to improve. Things you enjoy doing. Things you dislike doing.*
- *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
- Ask students to identify aloud times and places that self-awareness and self-advocacy are necessary or helpful.
- Remind students that the class will be using the KWL chart throughout the lessons. Encourage students to think of things to add to the chart during the next class.
- Remind students to file their completed and graded work into the correct section of their ME! Book and turn in worksheet 1-2: My Improvement Plan.

Handout: Distribute Unit 1 Knowledge Quiz for completion.

STUDENT EVALUATION

1. Participation during group work
2. Completed Unit 1-2 Worksheet: My Improvements Plan
3. Verbal participation during class discussion
4. Completion of written story (Extension Activity)
5. Unit 1 Knowledge Quiz

Student: _____

Date: _____

ME! Scale

1. I know I am in special education.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
2. I have a disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
3. I have an IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
4. I have IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
5. I know my IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
6. I (or my parents) have a copy of my IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
7. I know what accommodations are.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
8. I can tell my teachers about accommodations I need in class.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
9. I feel good about my future.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
10. People with disabilities go to college.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
11. I can talk about my postschool goals and dreams.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
12. I can explain to others how my disability impacts my school work.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
13. I am comfortable telling others about my disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No

14. People with disabilities get good jobs after high school.

- a. Yes
- b. I think
- c. Not sure
- d. No

15. List 3 things you are good at when you are at school.

- 1. _____
- 2. _____
- 3. _____

16. List 3 things you need help with when you are at school.

- 1. _____
- 2. _____
- 3. _____

17. List 3 things you are good at when you are somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

18. List 3 things you need help with when you are somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

19. The most important thing in my life is: _____

Child: _____ Parent/Guardian: _____

YOU! Scale

1. My child knows he/she is in special education.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
2. My child knows he/she has a disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
3. My child knows he/she has an IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
4. My child knows he/she has IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
5. My child knows his/her IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
6. My child has a copy of his/her IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
7. My child knows what accommodations are.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
8. My child explains his/her accommodations to his/her teachers.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
9. I feel good about my child's future.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
10. People with disabilities go to college.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
11. My child talks about his/her postschool goals and dreams.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
12. My child can explain to others how his/her disability impacts his/her school work.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
13. My child is comfortable telling others about his/her disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No

14. People with disabilities get good jobs after high school.

- a. Yes
- b. I think
- c. Not sure
- d. No

15. List 3 things your child is good at when he/she is at school.

- 1. _____
- 2. _____
- 3. _____

16. List 3 things your child needs help with when he/she is at school.

- 1. _____
- 2. _____
- 3. _____

17. List 3 things your child is good at when he/she is somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

18. List 3 things your child needs help with when he/she is somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

19. The most important thing in my child's life is: _____

Understanding Self-Awareness and Self-Advocacy

Student _____

Date _____

1. Self-awareness - _____

 - a. What are some things you do well? _____

 - b. What are some things you need to work on improving? _____

 - c. What are things you enjoy doing? Why do you like these things? _____

 - d. What are things you dislike doing? Why do you dislike these things? _____

 - e. What is important to you? Why? _____

2. Self-advocacy - _____

Places and/or situations I might need to self-advocate:	Something I need to know about myself before I can self-advocate in this place and/or situation:
a.	
b.	
c.	
d.	
e.	

Other things for me to think about:

- What do my communication skills say about me?*
- Do I use appropriate body language and tone of voice when I talk to others?*
- Do I make wise word choices when I speak to others?*
- Do I feel confident when I talk about myself to others.*

Worksheet 1-2 My Improvement Plan

Name _____ Date _____

Take a minute to look at the items you circled on the ME! and YOU! Scales. You should have circled three items. Write those three items and the scale they came from below.

1. _____

2. _____

3. _____

Brainstorm ways you can include your parents, friends, family and school to help you improve on the items you listed above. You can make a list, a web, an outline or any other brainstorming method that works best for you.

ME! Book Instructions and Table of Contents

A portfolio is a collection of personal work that can be organized in numerous ways. Over the next several weeks you will each create a portfolio containing work you complete as part of several self-advocacy and self-awareness lessons. The portfolio you create will be called your “ME! Book” and will consist of at least eight sections, which are listed in the Table of Contents included on this handout.

Purposes of creating a portfolio include:

- organizing and displaying your work
- displaying your growth over time
- evaluating your performance
- determining if your learning goals have been met
- creating a valuable resource you can use during and after high school

Content: Your portfolio will consist of at least eight separate sections. The contents of seven of the sections are listed in the Table of Contents of this handout. As you complete the lessons and activities from each unit, you will place your completed work into the appropriate section as indicated in the Table of Contents. Section 7 has been left empty so that you can create a section of information or work you feel is necessary or valuable.

Grade: During Unit 10 you will use the check-off column on the left side of your Table of Contents to make sure you have included each required component in your portfolio. Your teacher will use the check-off column on the right side of the Table of Contents when grading your portfolio. Remember, this is your portfolio and while you will be graded on the components listed on the table of contents, you may also include additional resources you believe to be important.

Starting Your ME! Book:

- You will need eight dividers and a three-ring binder for your ME! Book.
- Label each divider according to the sections included in the Table of Contents.
- Create a cover for your ME! Book that includes your name, grade, class, and semester.
- Take time to personalize your ME! Book by decorating the cover.
- Place the Table of Contents in front of your first divider.
- Place your completed work and notes in the appropriate sections of your ME! Book.

You are now off to a good start with your ME! Book. Remember, your portfolio is used to organize and display your work, evaluate your performance, and determine if you have met your learning goals. In order for these things to happen, you must keep your ME! Book neat and organized. It is important that you take the time to place your completed work, notes, and other materials in the correct section after each lesson.

Table of Contents

Student check off		<i>Unit</i>	<i>Lesson(s)</i>	Teacher check off
Section 1: KWL Charts				
<input type="checkbox"/>	KWL Charts			<input type="checkbox"/>
Section 2: ME! & YOU! Scales				
<input type="checkbox"/>	ME! Scale (Unit 1)	1	1	<input type="checkbox"/>
<input type="checkbox"/>	YOU! Scale (Unit 1)	1	1-2	<input type="checkbox"/>
<input type="checkbox"/>	My Improvement Plan (Unit 1)	1	2	<input type="checkbox"/>
<input type="checkbox"/>	ME! Scale (Unit 10)	10	1	<input type="checkbox"/>
<input type="checkbox"/>	YOU! Scale (Unit 10)	10	1	<input type="checkbox"/>
<input type="checkbox"/>	My Improvement Plan (Unit 10)	10	2	<input type="checkbox"/>
Section 3: IEP & Summary of Performance & Goals				
<input type="checkbox"/>	Worksheet 9-1: A Summary of My Performance & Goals	9	1	<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 3			<input type="checkbox"/>
<input type="checkbox"/>	IEP	3	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 3-1: Important Things in My IEP	3	1-2	<input type="checkbox"/>
<input type="checkbox"/>	A Student's Guide to the IEP (extension activity)	3	1-2	<input type="checkbox"/>
Section 4: Research Project				
<input type="checkbox"/>	Final Draft	6	2-3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 6-3a: Self-Awareness Project Self-Evaluation Form	6	3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 6-3b: Self-Awareness Project Peer Evaluation form (<i>1 from each of your classmates</i>)	6	3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist	6	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 6-1b: Self-Awareness Project Planning Guide	6	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 6-1c: Self-Awareness Report Outline	6	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 6-1d: Self-Awareness Project Timeline	6	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Rough Draft	6	1-2	<input type="checkbox"/>
Section 5: Postsecondary Resources				
<input type="checkbox"/>	Making the Transition from High School to College for Students with Disabilities: Transition Checklist (NCLD handout)	4	3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 8-2: Requesting Accommodations at Postsecondary Schools	8	2	<input type="checkbox"/>
<input type="checkbox"/>	Master List (<i>this is the list that includes information from all student findings on worksheet 8-2</i>)	8	2	<input type="checkbox"/>

Table of Contents

Student check off		<i>Unit</i>	<i>Lesson(s)</i>	Teacher check off
Section 6: Worksheets, Notes, & Quiz's				
<input type="checkbox"/>	Worksheet 1-1: Understanding Self-awareness and Self-advocacy	1	1	<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 1	1	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Unit 1 Knowledge Quiz	1	2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 2-1: History of Disabilities	2	1	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 2-2a: Learning About Special Education: How and Why Did I Get Here? <i>Terms & Acronyms</i>	2	2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 2-2b: Learning About Special Education: How and Why Did I Get Here? <i>Flow chart</i>	2	2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 2-3: Creating My History	2	3	<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 2	2	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Unit 2 Knowledge Quiz	2	3	<input type="checkbox"/>
<input type="checkbox"/>	Unit 3 Knowledge Quiz	3	2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 4-2: Modifying My Modifications	4	2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 4-3: Where Do I Go From Here?	4	3	<input type="checkbox"/>
<input type="checkbox"/>	Where Do I Go From Here - Illustration	4	3	<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 4	4	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Unit 4 Knowledge Quiz	4		<input type="checkbox"/>
<input type="checkbox"/>	Presentation Response Forms <i>(1 from each of your classmates)</i>	5	1	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 5-2: My Disability Information Form	5	2	<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 5	5	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Unit 5 Knowledge Quiz	5		<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 7-1: My Meeting <i>(completed)</i>	7	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 7-2: Teacher Report <i>(completed)</i>	7	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 7-1: My Meeting <i>(blank copy for future use)</i>	7	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 7	7	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Unit 7 Knowledge Quiz	7		<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 8	8	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Unit 8 Knowledge Quiz	8		<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 9	9	1	<input type="checkbox"/>
<input type="checkbox"/>	Unit 9 Knowledge Quiz	9		<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 10	10	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Unit 10 Knowledge Quiz	10		<input type="checkbox"/>

Section 7:

Section 8: Extension Activities

Group Student Activity

- 1. What is your character's name?**
- 2. What grade is he/she in and how old are they?**
- 3. What does your character struggle with most at school?**
- 4. What is your character doing to improve in the areas he/she struggles with?**
- 5. Does your character attend class in the lab/resource room? If so, for what subject(s)?**
- 6. Does your character take tests in the lab/resource room?**
- 7. What are some things your character does well?**

8. Give an example of when and how your character uses self-advocacy.

9. What are your characters plans after high school graduation?

**You can also add information to your story as your group sees necessary.
You may also create a picture of your character.**

Unit 1: Getting Started
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. Self-awareness: _____

2. Self-advocacy: _____

Circle the correct answer.

3. Self-awareness plays an important role in my ability to self-advocate. **True False**
4. My communication skills influence how well others listen to me. **True False**
5. Using a KWL chart can help students keep track of what they learn. **True False**

Provide a short answer for the following questions.

6. Identify two or more purposes of your portfolio/ME! Book. _____

7. What does KWL stand for?
K _____
W _____
L _____

Using A KWL Chart

A KWL chart (Ogle, 1986) is a teaching strategy that provides structure for students as they comprehend, recall, and organize information they have learned. Teachers can use the KWL chart to help activate students' knowledge prior to discussing a topic. The KWL strategy also encourages students to consider their prior knowledge of a topic as they prepare to learn new information. The "K" in the KWL chart stands for "what students know", the "W" stands for "what students want to learn", and the "L" stands for "what students learn" as they complete a lesson or research.

During Unit 1, students are introduced to the KWL chart. During this introduction, the class completes a chart as the teacher models the process of filling in important information. During Unit 2, students continue to add to the KWL chart as a class and also learn to use an individual KWL chart. From this point forward, the individual KWL chart is used to help activate students learning and organize students' questions and/or thoughts. The teacher should encourage students to independently complete their individual KWL charts. Once students have added information to their charts, they should be encouraged to share thoughts and questions with classmates. Encouraging discussion based on this information is a great way to encourage inquiry and facilitate discussion among students. This process also allows teachers to identify topics and issues students need additional information about as well as allowing them to spend less time on content students may have already mastered.

It is important that the teacher pay close attention to the information students include on the individual KWL charts throughout the lessons. During Unit 10, the student KWL charts will be used to guide discussion about what they have learned and unanswered questions they may have. In order for the lesson to be meaningful, the teacher must be aware of what students have and have not included on the individual KWL charts.

The following links provide additional information regarding the use and/or expansion of KWL charts.

Study Guides and Strategies

<http://www.studygs.net/texred3.htm>

KWLH Technique

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1kwlh.htm>

Facing History and Ourselves: K-W-L Charts - Assessing What We Know/What We Still Want to Learn

<http://www.facinghistory.org/resources/strategies/k-w-l-charts-assessing-what-w>

readwritethink: K-W-L Chart

<http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html>

Unit 2: Learning About Special Education

Lesson Overviews

Unit Purpose: The purpose of Unit 2 is to provide students a historical background of disability by discussing events that have influenced the treatment and societal views of people with disabilities. Additionally, students learn the process of being placed in special education and reflect on their personal educational history.

Lesson 1: Learning About the History of Disability

Objectives

Students will:

1. learn basic historical facts about attitudes towards people with disabilities
2. indentify at least three historical events impacting attitudes towards disabilities
3. identify barriers and/or prejudice people with disabilities face

Materials

1. Worksheet 2-1: History of Disability
2. Individual KWL chart for each student
3. PowerPoint Presentation

Activities and Procedures: Unit 2, Lesson 1 begins with a brief review of self-advocacy and self-awareness. Next, students continue to add to the KWL chart as a group. Students are given worksheet 2-1: History of Disability, to complete before, during, and after the disability history discussion. Worksheet 2-1 provides students a guide for understanding and defining critical special education terms and historical events. Links to six videos are included to enhance the discussion about disability history. However, these are YouTube videos and therefore may not be accessible in your classroom. You might find it useful to view the videos prior to this lesson to give you additional discussion ideas. This lesson ends with students learning to use an individual KWL chart.

Student Evaluation

1. Participation in class discussion
2. Completion of worksheet 2-1: History of Disability
3. Entries on individual KWL chart

Extension Activity: There is no extension activity for Lesson 1.

Lesson 2: Learning About Special Education: How & Why Did I Get Here?

Objectives

Students will:

1. identify the purpose of special education
2. identify key terms and definitions related to special education
3. describe the process of being identified and placed in special education
4. describe the four most common types of IEP meetings

Materials

1. Worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (blank flowchart)
3. Worksheet 2-2c: Learning About Special Education: How and why did I get here?
4. Worksheet 2-2d: Learning About Special Education: How and why did I get here? (answer key)
5. Scissors, tape, and/or glue

Activities and Procedures: Lesson 2 begins with each student making entries as needed to his/her individual KWL chart. It is important to provide students time and opportunity to discuss their chart entries. Next, students participate in class discussion while completing worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms). Once worksheet 2-2a is completed, students work in small groups or pairs to assemble a flow chart that includes nine steps of the special education process. Worksheets 2-2b, 2-2c, and 2-2d are provided to guide students while assembling their flow charts. As the lesson comes to a close, students have the opportunity to add new entries to their KWL chart as needed.

Student Evaluation:

1. Completed Worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (flowchart)
3. Participation in class discussion
4. Entries as needed on individual KWL chart

Extension Activity: There is no extension activity for Lesson 2.

Lesson 3: Creating My History

Objectives

Students will:

1. use appropriate terms and acronyms to accurately describe their education experience
2. identify and describe key events in their educational history
3. create a personal written work depicting their educational experience

Materials

1. Materials will vary depending on the method students choose to complete their histories. Possible materials include: colored pencils, colored paper, student photos, paint and access to computers.
2. Worksheet 2-3: Creating MY! History

Activities and Procedures: Lesson 3 begins with students reviewing and discussing their KWL charts. Next, the class reviews the information on the flow charts completed during Lesson 2. As the main activity for this lesson, students each create a personal education history using worksheet 2-3 as a guide. At the close of Unit 2, Lesson 3, each student completes Unit 2 Knowledge Quiz.

Student Evaluation:

1. Completed worksheet 2-3: Creating My History
2. Completed student history
3. Class participation
4. Entries as needed on individual KWL chart

Extension Activity: There is no extension activity for Lesson 3.

Unit 2: Learning About Special Education

COMMON CORE STANDARDS

- High School English Language Arts (Grades 9-10 & 11-12) -

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. [CCSS.ELA-Literacy.L.9-10.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

Writing

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. [CCSS.ELA-Literacy.W.9-10.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. [CCSS.ELA-Literacy.W.9-10.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. [CCSS.ELA-Literacy.W.9-10.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking and Listening

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.11-12.1b](#) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. [CCSS.ELA-Literacy.SL.11-12.1d](#) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Reading: Literature

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Lesson 1

Learning About the History of Disability

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. learn basic historical facts about attitudes towards people with disabilities
2. identify at least three historical events impacting attitudes towards disabilities
3. identify barriers and/or prejudice people with disabilities face

MATERIALS

1. Worksheet 2-1: History of Disability
2. Individual KWL chart for each student
3. PowerPoint Presentation

LESSON OPENING

Review self-awareness and self-advocacy and introduce history of disability.

- *In the first unit, we talked a little about self-advocacy, self-awareness and the importance of knowing yourself. Today we are going to talk about disabilities. Specifically, how people with disabilities have been treated throughout history. I am going to read you some questions, you do not need to answer them aloud, just think about your answers.*
 - *What does disability mean?*
 - *How do you treat people with disabilities?*
 - *Why do you treat them like that?*
 - *How does society as a whole treat individuals with disabilities? What are some examples?*
 - *Has the treatment of people with disabilities changed over time?*
- *Today we are going to talk about some history of disabilities and how history has influenced the way people with disabilities are treated today.*
- *First, lets take a minute to review and add to our KWL chart. Lets look at what we wrote on the chart during the last class and then we can add things for today's topic, a history of disabilities.*

PROCEDURE

1. Discuss and complete worksheet 2-1: History of Disability as a group.

Handout: Distribute the worksheet 2-1: History of Disability. See teacher’s edition of worksheet for additional information.

- *Before we get started let’s talk about some words you are going to hear in today’s lesson. Some of these words may be unfamiliar to you but it is important that you understand them so you understand what we talk about today.*
- *Take a minute to read through section 1 of your worksheet. We are going to work through section 1 together.*
- *We will talk about the meaning of each word and then you will have time to write the definition on your worksheet.*

Note to teacher: The following suggestions might be helpful in assisting your students complete their worksheets correctly.

- Provide time and opportunity to discuss each term and for students to write the meanings on their worksheets.
 - Use overhead if possible to complete worksheet and provide example for students.
 - If you have computers in your classroom you might consider having students complete the worksheet electronically.
 - Allow students to work in groups while completing the worksheet.
2. Provide a brief historical background on disabilities using the information below.

- *Now that you have your terms and definitions we are going to talk about the history about disabilities. We will start with how people with disabilities have been treated.*
- *Did you know that nearly 50 million people over age 5 have a disability? That means about 1 in 5 people have some type of disability.*
- *At times people with disabilities have been treated poorly and sometimes feared. This has often been due to a lack of understanding and knowledge about disabilities. As a result, there has often been prejudice against people with disabilities as well as low expectations.*
- *One example of mistreatment is the story of Balbrus Balaesus the Stutterer. This man was placed in a cage by a road during ancient Roman times. The road was busy with travelers who would stop to watch Balbrus. Many people thought it was funny to listen to him talk.*

Include Power Point presentation provided with this lesson to create a more interesting discussion about the history of disabilities.

- *You have probably learned about the Holocaust in Germany. During the Holocaust Jewish people were sent to concentration camps. Did you know that people with disabilities were also sent to concentration camps?*
- *In more recent years people with disabilities were put in special schools, hospitals and institutions where they had little or no contact with the public.*
- *While there have been many improvements in the way society treats people with disabilities, there are still barriers many people with disabilities face each day. Those barriers include low expectations and prejudice. Often people without disabilities are completely unaware of the barriers people with disabilities face each day. Sometimes people choose not to acknowledge the barriers that exist for people with disabilities.*

Activity: Ask students to take a couple of minutes and think of some examples of barriers or low expectations someone with a disability might experience.

Examples of low expectations may include:

- Jobs
- Education
- Social relationships

Examples of barriers may include:

- Transportation
 - Travel (hotel, airport, airplane, train, etc.)
 - Restaurants
 - Shopping
 - Technology
 - Suitable housing
 - Gyms
 - Sporting Events
-
- Provide students 2 -3 minutes to brainstorm in pairs or small groups.
 - Have students share some of the low expectations they identified.
 - Have students share some of the barriers they identified.
 - Provide students 2 -3 minutes to brainstorm ways to overcome the barriers and low expectations they identified.
 - Have students share solutions they came up with to overcome those barriers and low expectations.
 - Continue with historical background information

- *Despite prejudice and barriers people with disabilities often face, there have been many improvements in the way people with disabilities are treated. Some specific events throughout history have contributed to changes and improvements in the way society views and treats people with disabilities. The following are all examples of such events.*
- *In the late 1700's, a boy named Victor was found wandering around in the woods in France. He was about 12 years old when he was found. It is believed that Victor had been alone in the woods for at least 7 years. A man named Itard took the boy home and taught him how to read, write and live around people. Some people say this was the first time in history that an "IEP" was used. Itard wrote out goals and objectives based on Victor's needs. Many people have studied the information Itard wrote about Victor and believe that if Victor were alive today he would be diagnosed with Autism.*
- *War has also been a reoccurring event in history which has forced society to reevaluate how disabilities are viewed. Several examples of this include: The Revolutionary War (1775-1783), The Civil War (1861-1865), WW I (1914-1920), WWII (1939-1945), The Vietnam War (1957-1975) and more recently, The Gulf War (1990-1991) and the current wars in Iraq and Afghanistan. One thing all of these wars have in common is that many veterans returned home with disabilities from their injuries. Many people began to change their attitude toward people with disabilities because they now had friends and/or family who returned home from war with a disability.*
- *The civil rights movement in the 1960's also changed the way many people felt about people with disabilities. This was a time when minority groups, including Native Americans, Black Americans and people with disabilities, strongly advocated for equal rights.*
- *In the 1970's the first law in history to protect the civil rights of people with disabilities was passed. In 1975, The Education for All Handicapped Children Act was passed. The purpose of this law was to make education available to students with disabilities. This law is now known as IDEA.*
- *Since the 70's, other important legislation has been passed that has helped improve the lives of people with disabilities. Legislation that has impacted education includes:*
 - *Individuals with Disabilities Education Act*
 - *Americans with Disabilities Act*
 - *Rehabilitation Act Section 504*
- *We will learn about each of these laws in unit 4.*

Note to teacher: The following are links to videos that you might consider showing to students while discussing war, the civil rights movement, and disabilities. Please preview each clip prior to playing in your classroom to determine appropriateness for your students.

Helping wounded Warriors video 3:33 minutes

<http://www.youtube.com/watch?v=YJzHr9gplio&feature=related>

Wounded Warriors video clip 3:53 minutes

<http://www.youtube.com/watch?v=OhKIZWLiPSk>

Civil Rights Movement Tribute 4:22 minutes

http://www.youtube.com/watch?v=N4AzYmy4_mw

Civil Rights Video 3:46 minutes

<http://www.youtube.com/watch?v=c4IolhhYNg4&feature=related>

Native American Occupation of Alcatraz Island video 4:20 minutes

<http://www.youtube.com/watch?v=Y2TXvRpdDTw&feature=related>

Civil Rights Native Americans 4:03 minutes

<http://www.youtube.com/watch?v=wv4Pp-SQ-A8>

3. Complete section 2 and section 3 of worksheet 2-1: History of Disability.

- *You have two more sections of your worksheet that you need to complete. For section 2, Historical Events, you need to list three historical events that have changed the way society treats people with disabilities. After you identify the events, you need to explain how and/or why each of the events changed the way people with disabilities are treated. Think about the things discussed in class today.*

Give students a copy of the Power Point for reference during worksheet completion.

- *When you have finished section 2, go one to section 3, titled My Life.*
 - *In section 3, you are going to write about some of the barriers or prejudice you might have experienced in your life. Look at section 3 and follow along while I read the instructions aloud.*
 - *Think about the barriers and prejudice people with disabilities have faced over the years. Have you experienced barriers and prejudice in your life? If so describe at least one example of prejudice or a barrier you have experienced. If not, explain why you think you have not experienced barriers or prejudice during your life.*
 - *Take the next 10-15 minutes to complete your worksheet.*
- Provide students time and opportunity to share. Have students turn in completed work.
4. **Handout:** Distribute individual KWL chart to each student.

- *During our last lesson, we filled out a KWL chart as a class. Starting today, you are going to follow that same procedure to complete your own KWL chart. Each time we have a lesson you will be given time to make entries on your chart. Keeping your own chart helps you identify and track the things you want to learn. It also helps me know if I need to review or add information to our lessons. Remember, the KWL stand for what you know, what you want to know and what you learned. Lets look at the instructions on the bottom of the KWL charts you each have.*
 1. *Start with the “K” column and list the things you know about the topic you are going to learn about.*
 2. *Next, go to the “W” column and list the things you want to know about the topic you are going to learn about.*
 3. *Once you have learned about the topic, complete the “L” column by identifying the things you learned. Then go back to the “K” column to see if everything you thought you knew was correct. If there are any incorrect statements mark them out and write in a correct statement.*
 4. *Next, go to the "W" column to see if all of your questions were answered. Highlight or underline any unanswered questions. Bring these questions up during class discussion.*
 5. *Before we finish for today, I want you to take a couple of minutes and make two or three entries in the “L” column of your KWL chart regarding what we talked about today.*

LESSON CLOSURE

- *Today we learned a little about the history of disabilities. There is still much about this history we did not talk about. Think about the questions you might still have about the history of disabilities. What are some things you are curious about but we did not discuss? Later, during unit 6, you will have an opportunity to do some research about disabilities. When you work on your research, maybe you can find answers to some of the questions you still have.*
- *In our next lesson, we are going to learn about special education and how and why some students are in special education and others are not.*
- *Take a minute and make two or three entries in the “W” column identifying things you would like to know about special education.*

STUDENT EVALUATION

1. Participation in class discussion
2. Completion of worksheet 2-1: History of Disability
3. Entries on individual KWL chart

Lesson 2

Special Education! How and Why Did I Get Here?

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the purpose of special education
2. identify key terms and definitions related to special education
3. describe the process of being identified and placed in special education
4. describe the four most common types of IEP meetings

MATERIALS

1. Worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (blank flowchart)
3. Worksheet 2-2c: Learning About Special Education: How and why did I get here?
4. Worksheet 2-2d: Learning About Special Education: How and why did I get here? (answer key)
5. **Worksheet 2-2e: Learning About Special Education: How and why did I get here? (Modified)**
6. Scissors, tape, and/or glue
7. **Power Point Presentation (Modified)**

LESSON OPENING

- *We have learned about self-awareness, self-advocacy and a little about the history of disabilities. Today we are going to talk about special education. You will learn why some students are in special education and how they get there. Before we start, does anyone have any questions about self-awareness, self-advocacy or the historical events we have talked about?*

- *Lets start by adding to our KWL charts. In the last lesson, you each started your own KWL charts. At the end of the lesson, you each made entries in the “K” column about special education. Lets take a minute and talk about the things you listed in the “K” column.*
 - Provide the students time to discuss and write entries as needed.

- *You also listed some things in the “W” column. Someone share something they listed in their “W” column.*

- Provide the students time to discuss and write entries.

PROCEDURE

1. Discuss and complete worksheet 2-2a, Learning About Special Education, as a class.

Handout: Distribute worksheet 2-2a, Learning About Special Education.

Note to teacher: Use teachers guide of worksheet 2-2a to facilitate discussion about the information on the worksheet.

- *Many people are unfamiliar with the words and acronyms used to describe special education. Look at section one of your worksheet about terms and acronyms. Someone tell me what an acronym is.*
- *An acronym is a word formed from the first letter of several words. For example LOL. Many of you probably use this acronym regularly when texting. What does it stand for? Laughing Out Loud.*
- *Take a minute to write the definition of acronym on your worksheet. An acronym is a word formed from the first letter of several words.*

Note to teacher: Have worksheet on overhead to complete as an example for students.

- *An acronym you hear in special education is IEP. Does anyone know what those letters stand for? We talked about this one in our last lesson.*
- Provide students time to respond. Encourage them to look back on their work from the last lesson if they need help.
 - *The letters IEP stand for Individual Education Program.*
- Continue using teachers guide to facilitate the completion of sections 1 and 2.

2. Class discussion: How and why students are placed in special education.

Handout: Distribute Learning About Special Education 2-2b & 2-2c Flow chart. Have students work in small groups or pairs to complete the chart.

- *Now we are going to learn about how and why a student is placed in special education. Take a minute to look at the two sheets I just handed out. Sheet 2-2b has 9 boxes on it. Each box represents a step that must be taken in order for a student to be placed in special education. Sheet 2-2c has nine boxes with the different steps that must be taken for a student to be placed in special education. You are going to work in pairs/small groups to correctly arrange the information from sheet 2-2c into the boxes on sheet 2-2b.*

Lesson 2- *Special Education! How and Why Did I Get Here?*

- Provide time for students to complete flow chart task. Move around the room, answering questions and monitoring student progress
- Make sure each student completes a chart while working in pairs/groups. Each student will need a copy of the completed flow chart to place in his/her ME! Book.
- Provide students an opportunity to ask questions as needed.
- Once students have completed the flow charts, distribute the answer key, sheet 2-2d, for each pair/group to check the accuracy of their work.
- Facilitate class discussion over the steps and answer any questions students have about the steps and information on their charts.
- Have students turn in completed flow charts.

LESSON CLOSURE

- *As you can see by our work today, there are many things to learn about special education. I want you to think about the terms and acronyms we learned today. Also, think about the steps we discussed on the flow chart.*
- *In our next lesson, you are going to use what you learned today to describe your experience in school, starting with elementary school. Between now and then, I want you to think about the memories you have about your school years.*
 - *Can you remember your parents or teachers talking to you about your disability?*
 - *What were some things that were and might still be difficult for you in school?*
- *If you have a hard time remembering, ask your parents about when you were placed in special education. Ask them what they remember about the process.*
- *Now, take a minute and look at your KWL charts.*
- *Make entries identifying some things you learned today.*
- *Sometimes, the more we learn about something the more questions we have. Take a minute and add entries to the column of things you would like to know.*
- *Take a minute and look at the entries in the “know” column. Is there anything listed in the column that needs to be updated? Is there anything you thought you knew but turned out to be untrue? If so, take a minute to mark those entries out and write in the correct information.*
- *Once you have finished adding to your KWL chart, put it in your ME! Book.*
- *Be sure to hand in your worksheet 2-2a of terms and acronyms and your completed flow chart, sheet 2-2b.*

STUDENT EVALUATION

1. Completed Worksheet 2-2a: Learning About Special Education: How and why did I get here? (Terms and Acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (flowchart)
3. Participation in class discussion
4. Entries as needed on individual KWL chart

Lesson 3

Creating My History

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. use appropriate terms and acronyms to accurately describe their education experience
2. identify and describe key events in their educational history
3. create a personal written work depicting their educational experience

MATERIALS

1. Materials will vary depending on the method students choose to complete their histories. Possible materials include: colored pencils, colored paper, student photos, paint and access to computers.
2. Worksheet 2-3: Creating MY! History, [Worksheet 2-3 Modified](#)

LESSON OPENING

- *During the last lesson, you learned how and why students are placed in special education. Today you are going to use the information you learned, along with your memories, to create your own history of your education.*
- *Before we get started, everyone take out your KWL charts.*
- *Read over the entries you have made so far in each of the columns.*
 - Provide students an opportunity to share their entries if they like.
- *Does anyone have any questions about what we have covered so far?*
 - Provide an opportunity for questions and provide feedback to students.

PROCEDURE

1. **Handout:** Distribute graded work from last lesson.
2. **Discussion point(s):** Review the graded flow chart and terms and acronyms worksheet from last lesson.
 - *Lets do a quick review of the terms, acronyms and steps on the flow chart.*
 - Take a few minutes to review and discuss the handouts.
 - Provide students an opportunity to ask questions as needed.

3. **Activity:** Students will create their history based on their memories and the information learned in previous lessons.

Handout: Distribute worksheet 2-3: Creating MY! History to each students.

- *I am passing out a sheet called “Creating MY! History.” This sheet includes directions and questions that you will use to help complete today’s assignment. Look at your sheet while I read through the two paragraphs on the top of the page.*
 - Use teacher version of “Creating MY! History” worksheet to facilitate instructions and discussion of the assignment.
- *You have the rest of this period to work on your history. I will be moving around the room to check on your work and answer any questions you might have.*
- *When you finish your history, you need to review your KWL chart and make entries as needed.*

LESSON CLOSURE

- Check student’s work to make sure everyone completed their history.
- Have students complete the assignment as homework if they need additional time.
- Remind students to hand in their completed histories and place all other handouts in their ME! Book.

Handout: Distribute the Unit 2 Knowledge Quiz. Once students complete the quiz have them hand in for grading.

STUDENT EVALUATION

1. Completed worksheet 2-3 Creating My History
2. Completed student history
3. Class participation
4. Entries as needed on individual KWL chart
5. Unit 2 Knowledge Quiz

Student: _____ Date: _____

History of Disability

Section 1: Key Terms and Definitions

1. stutter: _____

2. barrier: _____

3. prejudice: _____

4. low expectations: _____

5. Civil Rights Movement: _____

6. IEP: _____

7. Goals: _____

8. Objectives: _____

Section 2: Historical Events List three historical events that influenced the treatment of individuals with disabilities. Describe how or why each event changed the way society treats people with disabilities.

1. Event: _____
How/Why: _____

**Learning About Special Education:
How and why did I get here?**

Student: _____

Date: _____

Section 1: Terms and Acronyms

1. Acronyms: _____

Example: **LOL**
 Laughing
 Out
 Loud

2. IEP: _____

3. ITP: _____

4. IDEA: _____

5. goals: _____

6. objectives: _____

7. accommodations: _____

8. modifications: _____

Section 2: Types of Meetings

9. Eligibility Meeting: _____

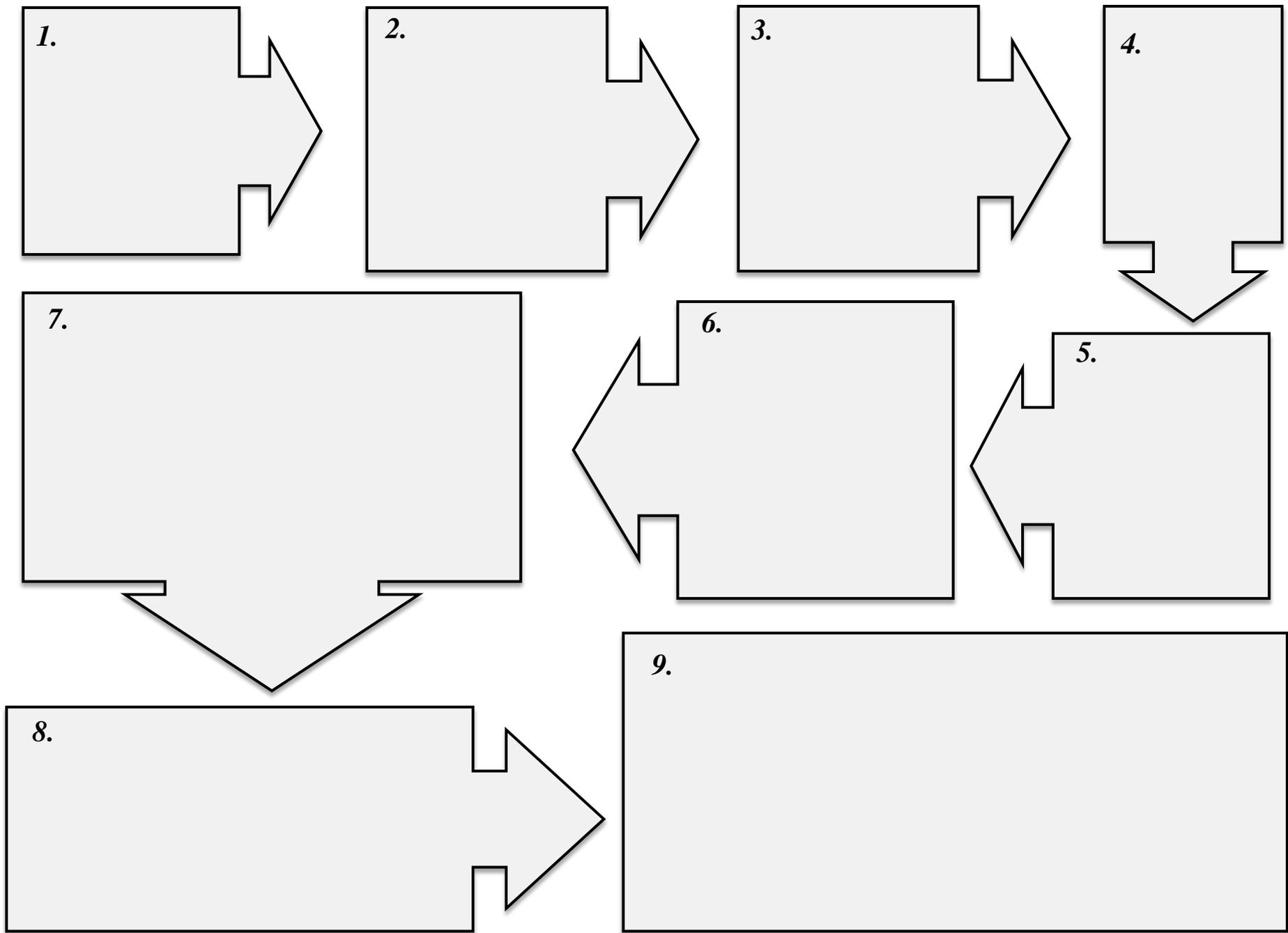
10. Annual Review: _____

11. Triennial Meeting (Three-year): _____

12. Transition Meeting: _____

13. Exit Meeting: _____

Learning About Special Education: How and why did I get here?



Cut out each of the following information boxes and place them in the correct boxes on worksheet 2-2b. Once you have placed each box in the correct order you will have a flowchart describing how a student is placed in special education.

Your parents/guardian, teachers, principal, counselor, and maybe other people as needed come together as a team. This team, along with you, makes up your IEP team.

Your IEP team has a meeting about your test scores. This meeting is called an eligibility meeting.

A teacher, parent/guardian or other person in the school who knows you well notices that you are having a difficult time learning things like the other kids. This person talks to your teacher about their concerns.

If the interventions help enough, then you stay in your class and nothing changes.

OR

If the interventions do not help you, then the school and your parents move onto the next step.

Your teacher uses interventions to try to help you. If you are having a hard time in math, then your teacher might spend extra time working on math with you. Your teacher might find someone to help you study your spelling words if that is what you are struggling with learning.

Someone from the school district gives you a test. This person can be a special education teacher, a counselor, a psychometrist, or psychologist or someone else the school has hired to give the test.

Every year, your IEP team meets to review your IEP and the progress you have made. This meeting is called your annual review.

Every three years, your team has a triennial meeting, usually called your three-year review.

When you graduate, you have a meeting called your exit meeting.

In addition, once you reach transition age, the school adds an ITP to your IEP. When this happens, you will have a transition meeting. Sometimes this happens at the same time as your IEP meeting and sometimes it is a separate meeting. It just depends on your needs.

Your teacher or someone else in your school fills out paper work to request that you be tested for special education. This is called a referral.

This is your first IEP meeting. Your IEP team writes an IEP that describes the types of services, accommodations and modifications you will get at school. Everyone on your team signs the IEP at the end of this meeting.

At this point, some things in your school day will change. The changes vary from student to student, depending on what he/she needs help with while at school.

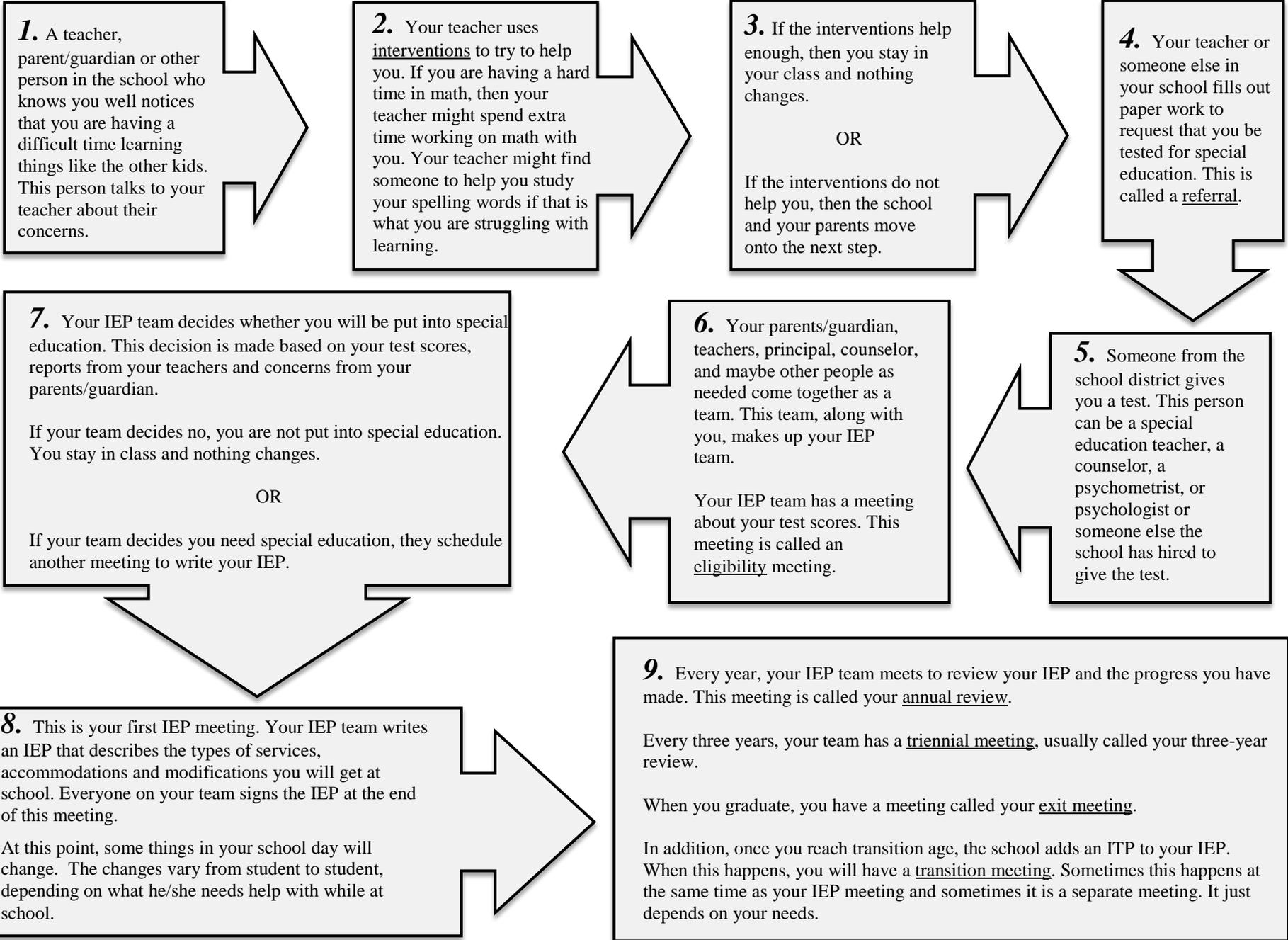
Your IEP team decides whether you will be put into special education. This decision is made based on your test scores, reports from your teachers and concerns from your parents/guardian.

If your team decides no, you are not put into special education. You stay in class and nothing changes.

OR

If your team decides you need special education, they schedule another meeting to write your IEP.

Learning About Special Education: How and why did I get here?(Answer key)



Creating MY! History

During the last lesson you learned how and why a student is placed in special education. You are going to use the information you learned, along with your memories, to create your own history of your education. Below are questions to help guide you while you create your history. For this assignment, you can write your history in an essay, create a timeline, write a poem, a song, draw a picture, make a comic strip, or create a collage.

It is common for many students to be put into special education without the student understanding what is happening. Sometimes students do not even know they are in special education until they get older. Now that you understand how students are placed in special education, think about your memories and the questions below. Use the questions, your knowledge about special education, and your memories to create your history.

Answer the following questions to create a guide to use while you create a history about your education. Make sure that you think about the questions below while you are creating your history.

1. Did you or your parents/guardian know you had a disability before you started school? How did they know? _____

2. What grade were you in when you first realized that you had a difficult time with your schoolwork or being at school? _____

3. Who do you believe was the first person to notice that you were having a difficult time in school? (hint: box 1 on chart from lesson 2) _____

4. Can you remember some of the interventions your teacher used before you were tested for special education? If so, what are they? (hint: box 2 on chart from lesson 2) _____

5. What are some things you remember in elementary school that could have been the result of being in special education?
 - a. Did you go to a different classroom for part of the day? yes no

b. Did a different teacher come into your classroom to help you with your work?

yes no

c. Did you have a different reading or math book than the other students? yes no

6. What is the first thing you can remember about being in special education? How did this make you feel? _____

7. Do you remember anyone telling you what type of disability you have? Who told you? How did this make you feel? _____

8. Do the people in your family talk about your disability or special education? How does this make you feel? _____

9. Do your friends know you are in special education? Do they say anything about you being in special education? How does that make you feel? _____

10. How does being in special education make your school day different from other students who are not in special education? _____

11. What are your education plans after high school graduation? _____

Unit 2: Learning About Special Education
Checking Your Knowledge Quiz

Define each of the following terms using complete sentences.

1. Barrier: _____

2. Prejudice: _____

3. Accommodation: _____

Provide a short answer for the following questions.

4. List at least 3 people who are part of your IEP team.
 - a. _____
 - b. _____
 - c. _____
5. What does IEP stand for?
 - I _____
 - E _____
 - P _____

Circle the correct answer.

6. War has changed the way people in the Unites States view disability. **True False**
7. There is more than one type of IEP meeting. **True False**
8. How many people in the United States has a disability?
 - a. 1 in 5
 - b. 1 in 10
 - c. 1 in 50
 - d. 1 in 100

Unit 2: Learning About Special Education
Checking Your Knowledge Quiz

Define each of the following terms using complete sentences.

1. Barrier: Anything that prevents or hinders movement and/or action
2. Prejudice: Beliefs and/or attitudes people have toward other people and/or situations without knowledge and facts about those people or situations. (race, social class, gender, ethnicity, etc.)
3. Accommodation: Adjustments or changes made to **how** a student completes his/her work. These changes and adjustments can include presentation, response, setting, time, and equipment.

Provide a short answer for the following questions.

4. List at least 3 people who are part of your IEP team.
 - a. _____
 - b. _____
 - c. _____
5. What does IEP stand for?
I Individual
E Education
P Program

Circle the correct answer.

6. War has changed the way people in the Unites States view disability. **True** **False**
7. There is more than one type of IEP meeting. **True** **False**
8. How many people in the United States has a disability?
 - a. **1 in 5**
 - b. 1 in 10
 - c. 1 in 50
 - d. 1 in 100

Unit 3: Understanding My IEP

Lesson Overviews

Unit Purpose: The purpose of Unit 3 is to familiarize students with major components and vocabulary included in IEPs.

Lesson 1: Getting to Know My IEP

Objectives

Students will:

1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

Materials

1. Copies of IEP (preferably the student's personal IEP)
2. Worksheet 3-1: Important Things in My IEP
3. Copies of NICHCY "A Student's Guide to the IEP" for each group (extension activity)
4. The links below are helpful for further information or to review prior to this lesson
<http://www.ed.gov/parents/needs/speced/iepguide/index.html>
<http://www.nichcy.org/>
<http://www.nichcy.org/EducateChildren/IEP/Pages/IEPcontents.aspx>
<http://www.nichcy.org/InformationResources/Pages/NICHCYPublications.aspx>
<http://www.nectac.org/chouse/acronyms.asp>

NICHCY free resources only available until Sep. 30, 2014

Activities and Procedures: Lesson 1 opens with a critical thinking activity that requires students to discuss a short scenario and then identify the problems and develop possible solutions to those problems. Next, students take time to discuss and make KWL chart entries. The main activity of this lesson requires students to use worksheet 3-1: Important Things In My IEP, to learn about the major components of their IEP's. Student work in pairs or small groups to complete this activity.

Student Evaluation

1. Student participation in class discussion and group work
2. Progress on worksheet 3-1 as appropriate for session
3. Entries on KWL chart as needed

Extension Activity: Lesson 1 includes an extension activity that uses *A Student's Guide to the IEP* (McGahee-Kocac, 2002) to help students learn about the IEP process. The information for this activity is included at the beginning of the procedures in Lesson 1. It would be appropriate to complete the lesson opening, then complete this extension activity prior to using worksheet 3-1. Completing this extension activity will likely take an entire class period.

Lesson 2: Still Getting to Know My IEP

Objectives

Students will:

1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

Materials

1. Copies of IEP (preferably the student's personal IEP)
2. Worksheet 3-1: Important Things in My IEP

Activities and Procedures: Lesson 2 provides students additional time to complete worksheet 3-1 from Lesson 1 and discuss questions they may have regarding their IEPs. Once students complete worksheet 3-1, they revisit the critical thinking scenario from Lesson 1. The purpose for revisiting the scenario is to determine if students identify additional problems and solutions after learning about IEPs. Students complete Unit 3 Knowledge Quiz as the lesson closure.

Student Evaluation

1. Student participation in class discussion and group work
2. Completion of worksheet 3-1
3. Entries on KWL chart as needed

Extension Activity: Lesson 2 does not include an extension activity. However, if you did not complete the Lesson 1 extension activity, it is appropriate to do so at the end of this lesson.

Unit 3: Understanding My Individualized Education Program

COMMON CORE STANDARDS

- High School English Language Arts (Grades 9, 10, 11, & 12) -

Writing

[CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading: Informational Texts

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Speaking and Listening

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Lesson 1

Getting To Know My IEP

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

MATERIALS

1. Copies of IEP (preferably the students personal IEP)
2. Worksheet 3-1: Important Things in My IEP
3. Copies of NICHCY “A Student’s guide to the IEP” for each group (extension activity)
4. The links below are helpful for further information or to review prior to this lesson
<http://www.ed.gov/parents/needs/speced/iepguide/index.html>
<http://www.nichcy.org/>
<http://www.nichcy.org/EducateChildren/IEP/Pages/IEPcontents.aspx>
<http://www.nichcy.org/InformationResources/Pages/NICHCYPublications.aspx>
<http://www.nectac.org/chouse/acronyms.asp>

LESSON OPENING

Critical thinking: Read the following scenario to students. Have students identify the key issues/problems Sonia is facing. Have students brainstorm ways Sonia can solve her problem.

Sonia is in the 9th grade and has been attending her IEP meetings since the 6th grade. Every year Sonia sits quietly at the table during her IEP meeting while her parents and teachers talk about her IEP. Sonia would like to contribute to the meeting but does not know what to say and does not know what is written on her IEP. She is not even, sure she knows what an IEP is. Every year she leaves the meeting confused and irritated that everyone is making decisions about her with little or no input from her.

- Provide students time and opportunity to respond to the story.

- Record the solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of Unit 3.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Instruct students to think about Sonia’s situation as they work through Unit 3. Inform them that at the end of the unit the class will discuss Sonia’s situation again to see if anyone has come up with new solutions for Sonia’s problems.
 - *Please take out your KWL charts.*
 - *Today you are going to start learning about your IEP.*
 - *Before we start, lets look at what we have learned and what we would like to learn.*
 - *Is there anything listed on your KWL that you have not gotten an answer to yet?*
 - *Now, lets take a minute to write some entries on what we know about IEPs.*
- Provide students time and opportunity to discuss what they know about IEPs.
 - *Now, lets take a minute to write some entries on what you want to know about IEPs.*
- Provide students time to make entries on their KWL charts.
 - *Lets move on to our lesson about IEPs*

PROCEDURE

Extension Activity: Use *A Student’s Guide to the IEP* (McGahee-Kovac, 2002) to familiarize students with the purpose of an IEP and the process involved in the development of an IEP. This guide is available at no cost and can be downloaded at <http://www.nichcy.org/InformationResources/Pages/NICHCYPublications.aspx> Scroll down to “Student’s Guide to the IEP” and click on the link “Helping Students Develop Their IEPs”. You may find many of the resources available at the NICHCY website helpful to you and your students.

Note to teacher: This lesson was designed for students to use a copy of their personal IEP. A blank IEP document may be used if you are unable to obtain a copy of students’ IEPs. In

addition, the vocabulary words used in the lesson come from the Oklahoma IEP available at the time this lesson was written. Please review the vocabulary words to ensure they match the IEP of your students. Edits can easily be made to the information in the table if needed.

1. Discuss and complete worksheet 3-1: Important Things In My IEP.

Handout: Distribute copies of student IEPs and worksheet 3-1: Important Things In My IEP to each student. Have students work in small groups or pairs to complete worksheet 3-1.

Discussion point(s): Briefly introduce the IEP document to students.

- *I have given you two handouts. One is a copy of your IEP (or a blank IEP) and one is a list of words and definitions you will need to know when we talk about your IEP. Lets look at the IEP first.*

- *What is an IEP?*

An IEP is a written document that describes the special education services a student needs and includes strengths, needs, goals, and transition plans.

- *Take a minute to look through the pages just to get an idea of what it looks like.*
- *How many of you have seen your IEP before?*
- *We are going to go through the IEP and talk about what the different parts of it are for and what some of the words mean.*

Discussion point(s): Briefly introduce worksheet 3-1: Important Things In My IEP to students.

- *Look at the other handout I gave you.*
- *You see the first column? The words in this column are words you will see on an IEP. In the column next to it is the definition of each of the words. The third column is blank. As we discuss each of the vocabulary words and their definitions, you need to list the page of the IEP they are on.*
- *Look on the back of your worksheet. You will see five blank rows. As we go through the IEP, there might be words you have questions about. You can write those words and the page numbers on your worksheet in the blank rows. We can discuss those words you think we need to add.*
- *You are going to work in pairs/small groups to complete worksheet 3-1: Important Things In My IEP.*
- *Does anyone have any questions before we begin?*

- It could also be helpful to place a blank IEP on an overhead to refer to during discussion with class or groups.
- Encourage students to write on the IEP if they need to.
- Provide time for students to work on worksheet 3-1: Important Things In My IEP. Move around the room, answering questions and monitoring student progress. Make sure that each student completes the worksheet while working in pairs/groups. Each student will need a completed copy to place in their ME! Book.

Note to teacher: Two lessons (excluding the extension activity) have been dedicated to covering the IEP and completion of worksheet 3-1. The time needed to complete this could vary depending on number of students and the questions they have about their IEPs. The important thing is to answer the student's questions and give students opportunities to discuss the information as needed.

LESSON CLOSURE

- *We are going to stop there for today.*
- *Does anyone have questions about today's work?*
- Provide time and opportunity for questions.
- Go around the room and have each pair/small group report on their progress for today.
 - *Lets take a minute to add to our KWL charts.*
- Provide time for students to make entries on their KWL charts.
 - *We will start our next lesson where we left off today. Make sure you put all of your papers in your ME! Book so you will have them during our next class*

STUDENT EVALUATION

1. Student participation in class discussion and group work.
2. Progress on worksheet 3-1 as appropriate for session
3. Entries on KWL chart as needed

Lesson 2

Still Getting to Know My IEP

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

MATERIALS

1. Copies of IEP (preferably the students personal IEP)
2. Worksheet 3-1: Important Things in My IEP

LESSON OPENING

During our last class we started learning about the parts of your IEP and the meaning of many of the words included on your IEP. Today we are going to continue learning about your IEP. Before we start, does anyone have questions about what we did during our last class?

- *Please take out your KWL charts.*
- *Before we start, lets look at what you have learned and what you would like to learn.*
- *Is there anything listed on your KWL that you have not gotten an answer to yet?*
- Provide students time and opportunity to discuss what they have learned and what they would still like to learn about IEPs.
 - *Take a minute to write entries on your KWL chart if you need to.*
- Provide students time to make entries on their KWL charts.

PROCEDURE

Note to teacher: Two lessons (excluding the extension activity) have been dedicated to covering the IEP and completion of worksheet 3-1. The time needed to complete this could vary depending on number of students and the questions they have about their IEPs. The important thing is to answer the student's questions and give students opportunities to discuss the information as needed.

1. Students continue working in pairs/small groups to complete worksheet 3-1.

LESSON CLOSURE

Critical thinking: Reread the following scenario to students. Have them discuss the solutions they identified at the beginning of this unit. Provide students time to brainstorm additional solutions they may have thought of after learning the information from this unit.

Sonia is in the 9th grade and has been attending her IEP meetings since the 6th grade. Every year Sonia sits quietly at the table during her IEP meeting while her parents and teachers talk about her IEP. Sonia would like to contribute to the meeting, but does not know what to say and does not know what is written on her IEP. She is not even sure she knows what an IEP is. Every year she leaves the meeting confused and irritated that everyone is making decisions about her with little or no input from her.

- Provide students time and opportunity to respond to the story.

Handout: Distribute Unit 3 Knowledge Quiz for students to complete.

STUDENT EVALUATION

1. Student participation in class discussion and group work.
2. Completion of worksheet 3-1
3. Entries on KWL chart as needed
4. Unit 3 Knowledge Quiz

Important Things in My IEP

An IEP is a written document that describes the special education services a student needs and includes strengths, needs, goals, and transition plans.

Section/Term	Meaning	Page #
1. Present Levels of Academic Achievement and Functional Educational Performance	Specific information about how you are doing in school, including results from tests you took	
2. Strengths of the child	The things you do well	
3. Anticipated Effects	The way your disability affects you in your general education classes	
4. Educational Needs	The things that are harder for you at school or skills that you need to develop	
5. Special Factors	Things considered in your IEP and whether or not they are important for your education	
6. Parent Concerns	The IEP team talks about what your parents want you to learn and questions they have about your education	
7. Type of Services	Special instruction provided to students with disabilities who qualify for it	
8. Related Services	Support services to help you, like speech-language services, physical therapy, assistive technology service, occupational therapy, and transportation	
9. Amount of time in the general education setting	The amount of time you will go to general education classes	
10. Supplementary aids and services	These are things to help you in the general education classes	
11. Program Modifications	Changes made in course standards and tests to help you do well in your coursework	
12. Goals and Objectives	Specific skills that you will be learning over the next year	
13. Postsecondary Goals	Goals about what you want to do after high school. <ol style="list-style-type: none"> 1. Independent living 2. Education/Training 3. Employment 	

Section	Meaning	Page #
14. Course of Study	Specific classes you plan to take to reach your goals	
15. Projected Date of Graduation/program completion and type	The date you should graduate and the diploma or certificate you will receive	
16. Vocational Education	Classes or programs at school and at the career tech, like work-study and job training	
17. Vocational Rehabilitation Counselor	Person who works for the State Department of Vocational Rehabilitation and supports learning about jobs	
18. Transfer of Rights at age of Majority	When a young adult with a disability reaches 18 years of age the school district must provide any notice required by the law to both the young adult and the parents.	
19. State and District-wide Assessment Program	The state and district tests you will take and any supports you will need when completing the tests	
20. Least Restrictive Placement (LRE)	The team decides the combination of special education services and general education and the best locations and ways to support your goals	
21. Team Participant Signatures	The people who attended your IEP meeting and are members of your IEP team	
22.		
23.		
24.		
25.		
26.		

Unit 3: Understanding My Individualized Education Program
Checking Your Knowledge Quiz

1. Which of the following is **NOT** a section included on your IEP?
 - a. Goals and objectives
 - b. Parent concerns
 - c. Your strengths
 - d. Student concerns

2. Where on your IEP would you find specific information about how you are doing in school and the results from your testing?
 - a. Present levels of Educational Performance
 - b. Goals and Objectives
 - c. Course of Study
 - d. Program Modifications

3. How many pages does your IEP include? _____

4. List one benefit of having an IEP _____

5. According to my IEP, my strengths include _____

6. According to my IEP, I need to work on _____

7. The three types of postsecondary goals listed on an IEP are _____, _____, and _____.

8. What classes are listed on your Course of Study for next school year?

9. Are the courses listed on your Course of Study, classes you want and/or need to take next year? **YES** **NO**

Unit 3: Understanding My Individualized Education Program
Checking Your Knowledge Quiz

1. Which of the following is **NOT** a section included on your IEP?
 - a. Goals and objectives
 - b. Parent concerns
 - c. Your strengths
 - d. **Student concerns**

2. Where on your IEP would you find specific information about how you are doing in school and the results from your testing?
 - a. **Present levels of Educational Performance**
 - b. Goals and Objectives
 - c. Course of Study
 - d. Program Modifications

3. How many pages does your IEP include? _____

4. List one benefit of having an IEP _____
_____ *Answers will vary for items 3-6 and 8-9.* _____

5. According to my IEP, my strengths include _____

6. According to my IEP, I need to work on _____

7. The three types of postsecondary goals listed on an IEP are independent living,
education, and employment.

8. What classes are listed on your Course of Study for next school year?

9. Are the courses listed on your Course of Study, classes you want and/or need to take next year? **YES** **NO**

Helping Students Develop Their IEPs

This guide is written for parents and teachers who would like to help students with disabilities become involved in developing their own Individualized Education Programs (IEPs). It is accompanied by an audiotape of teachers and parents discussing how they have helped students become active participants in the IEP process. NICHCY hopes that, together, the guide and the tape will answer many of your questions about involving students in planning their own education.

While the concept of involving students in developing their own IEPs may seem difficult at first, in fact, students have much to gain from being involved. During the process, they can:

- learn more about their strengths and skills and be able to tell others;
- learn more about their disability, including how to talk about and explain the nature of their disability to others;
- learn what accommodations are and what types of accommodations might help them succeed in the classroom;
- learn how to speak for themselves;

- develop some of the skills necessary for self-determination and independent decision-making;
- learn about the goals and objectives that form the basis for their education and why these goals and objectives are important for them; and, ultimately,
- become more involved in their own education.

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This guide is organized into lesson plans to help teachers use the student materials in their classrooms. However, parents can easily adapt the lesson plans to use at home with their child with a disability. These lesson plans are based upon the experiences of Marcy McGahee, a special education resource teacher who has worked with her students with disabilities for many years to involve them in the IEP process.

The plans are written in general terms, to facilitate their adaptation to other classrooms and other instructors, including parents. No indication is given as to how much time to devote to any one part of the lessons—**each reader must adapt the lessons to suit his or her own needs, schedule, and students.** The lesson plans are written with the assumption that readers have a copy of the Student's Guide audiotope and booklet to use with their students.

Some tips from the "experience files" of Marcy McGahee:

- Start working with students in the beginning of the year, when everyone wants to do their best.
- Tailor working with the IEP to the needs and abilities of each student. Not every student will be able to write his or her own entire IEP, but all should—and can—participate in some fashion. With some students, you may want to concentrate on only some of the IEP sections or on inviting and facilitating their participation in the process (e.g., describing strengths and interests, describing the disability, listing the accommodations that are needed, talking about future plans).



This technical assistance guide and its tape are designed to be used in conjunction with NICHCY's *A Student's Guide to the IEP*, a package that also consists of a student booklet and an audiotope. The

Student's Guide package is designed expressly to inform students about the IEP process and motivate them to become involved. The *Student's Guide* is available by contacting NICHCY or by visiting our Web site: www.nichcy.org.

When to Involve Students

According to the law, the Individuals with Disabilities Education Act, students of any age must be invited to participate in their own IEP meeting if a purpose of the meeting will be the consideration of transition services. By law, transition planning for students must begin at age 14 (or younger, if the IEP team determines it is appropriate). (See page 7 for a more detailed description of what transition planning involves.)

If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Students have a lot to say about themselves, their strengths, their needs, their interests and preferences, and what they would like to do in the future. Just ask them!

This booklet is about giving students the tools to answer effectively.

- Realize that this undertaking requires a commitment of time. Your students will certainly benefit, and they are sure to surprise their teachers, parents, and even themselves. However, be aware — talking to students about IEPs and helping them prepare for the IEP meeting *will take time*.
- Start slowly, devoting time each week to talking with students about themselves and their IEPs. Talk weekly with students about their strengths, needs, learning differences, academic goals, and plans for the future. Work with them via worksheets, class discussion, individualized work, and role-playing. By slowly building a foundation and progressively building upon it, this work will not seem too overwhelming or in-depth for students.
- Always tailor discussions and work to the needs and capabilities of your students. But don't underestimate them! As you well know, they can surprise you with their ideas, their understanding, and their desire and ability to participate and speak up for themselves.
- Celebrate each student's strengths and growth!

Laying the Foundation

1 Make sure that you have a copy of the *Student's Guide* audiotope for your students to listen to (for your convenience, the *Student's Guide* tape is on the reverse side of the tape for teachers and parents), as well as a copy of the *Student's Guide* booklet for each student. (Feel free to copy the booklet and tape; they both are copyright free.)

2 Photocopy each student's current IEP.



3 Read through each IEP and identify sensitive issues or areas where student questions are likely to arise. Pay special attention to "present levels of performance," diagnosis, medications taken, accommodations required, or any information that students may not be aware of or that may be sensitive. Many students are not aware of the goals that have been established for them. Be prepared to address these and any sensitive issue in a positive, discreet manner.

4 Inform parents that students will be involved in the IEP process. You can convey this information by listing it on the syllabus you hand out on back-to-school night, by sending a letter home, or by phone. Invite parents to ask any questions they have about their child's involvement in the IEP process. Suggest to your students that they also discuss the IEP process at home. Many parents may already have a copy of their child's current IEP. If not, sending a copy home to the student's parents may be useful.

5 Prepare any worksheets, handouts, or other materials you intend to use during your presentations about the IEP. Inform yourself (and the student's family) about the laws supporting the rights of individuals with disabilities. (See Appendix A for information about several important federal laws. Also see the Resources section of this guide.)

Introductory Work with Students

The lessons below carry with them no indication of how much time they will take, individually or collectively. Each numbered item tends to be a separate activity, to allow teachers and parents to break up the discussions across days and weeks.

It's important to be consistent—and persistent. Begin the lessons early in the year. Once you begin, try to devote some time every day, every few days, or every week to these types of discussions and activities. Overall, the process *will take time*—but it is tremendously worthwhile to take that time, moving slowly, taking one piece of the puzzle at a time, giving students plenty of opportunities to discuss, reflect, practice, review, and practice some more.

All items should be considered as suggestions. **Each reader must adapt the lessons to suit his or her own needs and schedule and the capabilities and needs of students in the class.**

1 Open the discussion.

Introduce the topic of *learning* to students. Spend some time talking with students about learning — how they learn, what's easy for them to learn, what helps them learn, what's hard for them to learn, what they (or others) can do to help them learn what's difficult. Write their comments and observations down (without identifying specific students' learning techniques or difficulties) on a poster, overhead, or chalkboard. Look for similarities in learning approaches. Point out differences.

2 Find out what your students already know.

Administer a questionnaire similar to the one on page 5, which is designed to (a) give you an idea of what students already know; and (b) lay the foundation for a discussion about disability and have students focus for a moment upon *their* disability. (Possible answers to this questionnaire are presented in Appendix B.)

Make sure students realize this isn't a test, just a way of gathering information and starting a discussion.

Possible adaptations:

- Some students may be able to work on the questions independently. Others may need to go over the questions as an individualized activity or merely listen to the class discussion that follows.
- If your students have serious difficulties with reading or writing, you may wish to simply ask students these questions and write their answers and comments down on the board or an overhead. Be prepared, however, for some silence and blank looks. Unless students have previously been involved in developing their IEPs, in all likelihood they will have difficulty answering these questions or not be able to answer them at all. If this happens, reiterate that this is not a test but a way of starting your class discussions about the "basics" about the IEP.

3 Give students a positive look at what's ahead.

After the questionnaire, it may be a good idea to tell students why the class has been talking about learning and why you asked them questions about something called an IEP. Some suggestions:

- Be brief and positive. The idea is to give students an overall context and unifying thread for the discussions and work you'll be doing in the months ahead.
- Tell students that, throughout the year, the class will be working on special lessons that will help them take part in planning their education.

(continued on page 6) ➡

Disabilities

Name: _____

Date: _____

Directions: Answer the following questions to the best of your knowledge.

1. How do you learn best? What type of lesson really helps you learn? (For example, you like to read new information or hear it first, or you prefer to work in small groups or alone...)
2. What is a disability?
3. Do *you* have a disability?
4. There is a law that allows you to receive special services from the school. What's the name of the law?
5. What is accommodation?
6. Do you have any accommodations in your classes?
7. What's an IEP?
8. Do *you* have an IEP?

- Tell them they have the right to be involved in planning that education, and that you (their teacher), their parents, and other school personnel want to know what they think — what they want to learn, what they feel they need to learn, what type of help really helps, what they want to do in the future.
- Tell them you're looking forward to hearing their ideas, because it's their education and their input is valuable and valued.

4 Talk about disabilities.

Refer the class back to the item about disability on the questionnaire. Discuss, as a class, what disabilities are, the range of disabilities in the class and in the world in general, and some of the differences between disabilities. Ask students what's hard for them because of their disability, and what types of special help they find useful. Be sure to contrast this with references to their strengths and what they find easy. For example, "So you have trouble writing, which makes taking notes hard, but you sure listen well and you remember what you hear."

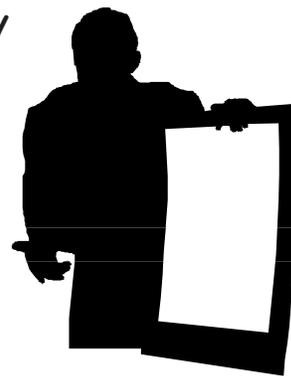


5 Show a film or video about disabilities.

Consider showing a film/video about disabilities to your students. Preview the film/video first and make sure that the content is appropriate for and won't be insulting to your students. For example, don't select a film/video about young children with disabilities; identify one that is age-appropriate. (The ERIC Clearinghouse on Disabilities and Gifted Education has a database on available videos. You can contact the ERIC Clearinghouse at 1-800-328-0272.)

6 Tell students briefly about the laws.

Present information to students about the "Laws" (see Appendix A for a summary of the laws you may wish to mention) and their rights under these laws.



If you require students to make presentations in your class, this presentation on the laws is a good opportunity to model for them what you want in a presentation. For example, Ms. McGahee requires that student presentations have four components, and so her presentation on the laws incorporates the four components, which are:

- (a) a keyword poster, where the student who is presenting writes down the keywords (not sentences) associated with the presentation; this helps students remember the information they are presenting and helps their listeners to take notes;
- (b) a visual to support the presentation;
- (c) note-taking—listeners must take notes on the presentation, usually tied to the keyword poster; and
- (d) review after the presentation is finished.

(An example of these components, used in Ms. McGahee's presentation on the laws, is presented in Appendix C.)

7 Discuss accommodations.

Specifically discuss the concept of "accommodations" with the class. Refer students to the list of accommodations in their *Student Guide* booklets. Ask them what types of accommodations or special help are useful to them. You may be amazed at how simple — and astute — their answers are!

8 Discuss transition.

If you are working with students who are 14 years old—or younger, if the IEP team decides it is appropriate—you will want to introduce the importance of transition planning. Within a few years students will be leaving secondary school, and it will be highly useful for them to consider what lies ahead for them.

Beginning at age 14 (or younger, if appropriate), transition planning focuses on looking at a student's *transition service needs*. The IEP team, including the student, looks at what courses the student is taking and plans ahead for what coursework is needed to help the student prepare for his or her transition and other goals. This may include advanced-placement courses or a vocational education program.

At age 16—or younger, if the IEP team decides it is appropriate—transition planning includes looking at a student's *needed transition services*. The IEP team, including the student, discusses and plans for such areas as the student's: integrated employment (including supported employment), postsecondary education (including vocational training or continuing and adult education), independent living, eligibility for various adult services (such as vocational rehabilitation), or community participation.

Your initial discussion with students about transition can be brief, just an introduction to the concept, with more indepth discussion taking place later, or it can extend across weeks.

This is a ripe area for class discussion and student activity, as well as being vitally important to helping students make the transition from school to postschool settings, so be sure that the class (and each individual student of transition age) eventually looks at transition in some depth. (See Resources section of this guide for materials designed to help educators and parents help students with transition planning.)

Some questions you might consider to get the discussion rolling:

What types of things can we do after we get out of school? (study more, get some kind of training, work, participate in the community)

What would *you* like to do after you leave high school?

Do you know how to do that?

What do you need to learn to get ready for doing that?

What are your hobbies?

Do you want to study more after high school?

What types of jobs interest you?

And so on...

9 Assign each student a "disability-related" question to be answered.

For review purposes, or for more indepth exploration of the ideas presented to date, give each student a question about a particular disability or a word to be defined and explained.

Examples:

Words to be Defined

learning disability
auditory memory
IEP
disability
accommodation
emotional disorder
general curriculum
traumatic brain injury
mental retardation
hearing impairment

Questions to be Answered

What is an IEP?
How often does an IEP need to be done?
What is (name of disability)?
What is 94-142?
What is the IDEA?
What is reasonable accommodation?
What is an amendment?
What is educational testing?
What is evaluation?
What is mediation?
What is due process?

Have each student look up the word assigned or find out the answer to the question assigned, then report the information to the class. Provide books to assist students in their research, such as books from a professional teacher's library or school library, their own books, or your own. Have students put the information they



have discovered on posterboards, and display these boards around the classroom.

Possible adaptations: Of course, some students may not be able to do this activity without modification. If need be, adapt the basic idea of the lesson to the strengths and needs of your students. For example:

- If your students are not able to understand the words suggested above, change the words to be more appropriate for your students. For example, some of the words on the cover sheet of your county or school district's IEP may be excellent words for your students to investigate: "participants," "disability," "evaluation."

- Students who do not read can gather information in other ways, such as conducting interviews, watching videos about disabilities, or collecting pictures about disabilities from newspapers and magazines.
- Use some commercially available disability awareness packages. These often explain the various types of disabilities in simple, clear ways.

We've provided a "glossary of terms" at the end of this document. Many short fact sheets on disabilities are available from NICHCY as well. Visit our Web site—www.nichcy.org—or have your students visit, and download what you need.

Introducing the IEP

Again, the lessons and activities described below are merely suggestions. They will be time-consuming but will form the basis for student understanding of the IEP process and involvement in designing their own IEPs. Adapt the lessons as necessary for the needs and capabilities of your students.

Get yourself and your students ready to look at an IEP.

1 Prepare an overhead transparency or hand-out showing the type of IEP form your school or district uses. The IEP should be **blank**, waiting to be filled in. Also prepare an overhead or handout of a sample letter that the school might send home to parents to inform them (a) of the school's intention to evaluate the student, and/or (b) of an upcoming IEP meeting that has been scheduled. You will use these two items later on in this section.

2 Remind students that one of the class' long-term goals is to have them become more involved in their education—namely, helping to develop their own IEPs. Hand out the *Student's Guide* tape and booklets.

3 Talk briefly with the class about the IEP process, from the letter sent home to parents to the IEP meeting. Indicate the seriousness of the process, that it is required by law. You can use pages 4-5 in the *Student's Guide* to organize this discussion or assign them as reading homework or seatwork.



4 Play the *Student's Guide* tape for the class and discuss the information presented there. To prompt students, you might ask them questions such as:

What's an IEP?

What are some benefits of students getting involved in their IEPs?

Do you want to get involved in saying what's in your IEP?

How do you think this would help you?

What would you want to say, if you were involved in your own IEP meeting?

What do you want your teachers to know about you? Your friends?

Are there parts of your education or school work you'd change? Why?

Do you think you'd need to talk about this more, to be able to participate?

physical education. In some cases, this curriculum may need to be adapted for students to learn, but it should not be omitted altogether. Participation in extracurricular activities and other nonacademic activities is also important. Each student's IEP needs to be developed with this in mind.

(continued on page 10) ➡

Show an IEP.

5 Using your overhead or handout of a blank IEP, go over what an IEP is, what it looks like, what the various sections are. *This activity can be fairly brief, and should be for the purposes of giving students a brief introduction to an IEP form.* Refer students to page 6 in their *Student's Guide* booklet, or write this information on a poster to support your discussion.

6 Go over the IEP sections one by one, talking generally about what type of information is to be included in that section. The most important sections to concentrate on, particularly in the beginning, are the parts of the IEP that describe the nature of the student's disability, "present levels of performance," and "annual goals." Suggestions:

- As you talk, give students concrete examples of the type of information that might go in each section. You may also consider showing an IEP that is filled out for a particular student, although be careful that the IEP doesn't belong to any student in the class and that all identifying information, such as the student's name and address, are thoroughly blacked out. No information should appear that allows the student to be identified.
- Similarly, any examples you use should not correspond to any student in your class. If students volunteer personal information or examples, that's great, but sensitivity to students' feelings and their right to privacy is of paramount importance.
- Take a few minutes to talk about the *general curriculum*—that is, the curriculum that nondisabled students use. The IDEA emphasizes student involvement in, and progress in, the general curriculum. This is because students with disabilities need to learn the same curriculum as nondisabled children as much as possible—for example, reading, math, science, social studies,

The Importance of Privacy

When it comes time for students to look at their own IEPs, you have to consider carefully the privacy issue and the contents of each student's IEP. There may be information in the IEP that may embarrass or surprise the student, and certainly it is his or her right to have all information in the IEP remain private.

The experience of several teachers who have involved their students in the IEP process suggests that, the first time you have students look at their IEPs, students do not tend to share the information with others, and other students do not tend to "nose into" their classmates' IEPs. Each student tends to be absorbed in looking at his or her own document. As the class discusses the IEP—in general, not in regard to any specific student in the class—personal information may be gradually shared. Trust builds as all students become involved in the process. Yet, this activity must be handled in such a way that no student's privacy is invaded by others.

Suggestions for maintaining privacy and respecting each other's feelings:

- Many teachers begin this lesson with a simple statement regarding privacy and the importance of "minding your own business," or they wait until someone violates another's privacy and quietly suggest that "we all look at our own papers."
- When you first hand your students copies of their own IEPs, keep the lesson short and general. The purpose of the lesson is to give students an opportunity to see that they do, indeed, have an IEP, and to look at what it says *generally*. They'll have more opportunities in the future to delve into its specific contents.

There are several sections of the IEP where the emphasis on student involvement in the general curriculum can be readily seen (e.g., present levels of educational performance, goals and objectives/benchmarks, special education and related services). Talk about the kinds of subjects that students learn in school. In the IEP sample that you are using to talk about the various sections of the IEP, highlight words and phrases that relate to the student's involvement in the general curriculum and how school staff intend to help the student take part in regular classes and activities in the school.

Have students look at their own IEPs.

7 Give each student a copy of his or her own IEP.

8 Put your copy of the **blank** IEP from the previous lesson up on the overhead. Using the blank copy as a guide, go over the various sections briefly.

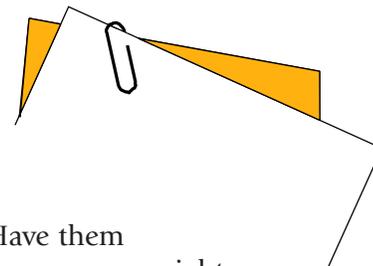
Important! The most crucial aspect of this initial introduction to the IEP is *not* to have students understand all of the details of their own IEP. Rather, the purpose of this introduction is to have students understand the overall: to see what the various sections of the IEP are, to understand that *they* have an IEP, to realize that, up to this point, they have not been involved in developing that IEP, but that they *can* be involved; and to realize how important their help is in developing their IEP. Don't get bogged down in the details at this point. All students will eventually sit with you, one-on-one, and go through their IEP in detail. This level of effort is not necessary in this initial introduction.

Suggestions:

- Have students find their name, their grade, and other identifying information. Is it really their own IEP?
- Have students identify the date of the last IEP and project the date by which the next one must be developed. They can write this date on page 6 of their student booklet. Even if the next meeting is a year away, students can still work on the IEP and, if necessary, call for another IEP meeting to discuss changes.



- Point out the disability section of the blank IEP (if there is one). Have students individually find this section in their IEP. Have them silently read what it says, or you might move around the classroom and point this out to them. Do not dwell on this section; just have them identify that it exists and contains specific information about them.
- Use the same brief process to have students locate other sections of their IEP, such as "present levels of performance," "accommodations," and "annual goals." Keep the discussion with the class brief, focused on the information generally, not its specifics. For example, are their goals divided into subject areas, such as reading, writing, mobility, and so on? Is there any mention of the student's involvement in the general curriculum? Are any accommodations listed to help the student participate in and progress in that curriculum?
- Have students find (or you might move around the classroom and point out) the place where people have signed the IEP. Who has signed the IEP — their parents, an administrator, their teacher? Is their own signature there? Why or why not? Would they like to have their signature on their own IEP? If so, then they need to participate in the process.
- **Note:** If any of your students cannot read or have difficulty reading, there are a number of ways you can accommodate their needs. They can tape record your explanation and listen to it later, as many times as they like, or you might prepare a tape in advance and make it available to them. You can also go over the IEP with them, one-on-one, at a later time.



9 Let students ask questions about the content of their IEP. Some suggestions and observations:

- For particularly sensitive questions, you may wish to answer generally, saying, “If you want to know more, we can talk later.” Be aware that, in the beginning, students may wish to keep personal information private.
- Students may have a lot of questions about the goals and objectives listed in their IEPs, such as “Where do these come from?” and “Why wasn’t I asked?” As appropriate, and respecting student privacy, some discussion of student goals and objectives may arise. For example, you can have students cross out goals they feel they have achieved or reflect *generally* upon the goals and objectives that have been established for them. Do they recognize that the work they’ve been doing in school is tied directly to the goals and objectives listed in their IEP?
- Always encourage students to discuss their IEP with their family.

10 After you have examined the IEP form and process with students, and they have had the opportunity to reflect generally upon the goals, objectives, and other information listed in the IEP, put the IEPs aside, either collecting them or sending them home for students to discuss with their parents. Briefly discuss how students feel about their IEP, the process by which it is developed, and the prospect of their being involved in saying what goes into the document.

11 You may wish to play the Student Tape for them again, for its motivational impact. Review the experiences of the students on the tape and solicit your students’ impressions and ideas.



Writing the IEP

Generally speaking, having a student work on writing his or her IEP for the coming year requires a combination of:

- class discussions
- seatwork
- one-on-one meetings with you and perhaps other teachers, and
- homework done either individually or involving parents (given parental willingness and time to be involved).

Work throughout the year on the various sections of the IEP, taking each one individually and slowly, following a process such as:

- Re-introduce the section to the class (e.g., “Today we’re going to take a look at that scary sounding part of the IEP called present levels of performance”) and review as a class what has been said previously about the section.

- Have students discuss as a class what *generally* might go in that section. Write their ideas on the board or overhead. Add your own ideas and examples, as appropriate.
- Have students read individually what this section of their own IEP says. This activity, very personal to students, may take place as seatwork, homework, and one-on-one meetings with you and/or the parents. Allow or encourage sharing only to the extent of student comfort. As students build trust and a sense of community about being involved in developing their IEPs, more sharing is likely to take place spontaneously and can be very beneficial and motivating.
- Always offset discussions about what students can’t do with discussion of what they can do. For example, when discussing the disability and present levels of performance sections, also discuss student strengths and abilities. When discussing goals and objectives/benchmarks,

identify what goals and objectives/benchmarks students have already achieved, as well as the ones that still need to be addressed.

As time for a student's IEP meeting draws near, you may need to intensify individual efforts with that student, meeting one-on-one with him or her to work through the various sections and prepare a draft IEP to discuss at the meeting. These individual meetings, and the work the student produces as a result, will be significantly enhanced if they have been preceded by class review and discussion of the IEP throughout the year. In fact, some of the work may already have been done! You may find that these individual meetings are a terrific way of reviewing and re-emphasizing the IEP contents, student strengths and needs, and his or her preferences.

Here are some suggestions for organizing this individual work.

- 1** Make an appointment with the student whose IEP is in need of review. You can arrange to meet with the student during class, during lunch, or after school.
- 2** If the student can work independently, have him or her complete activities 1-4 under "Writing Your Own IEP" in the *Student's Guide* booklet. If the student needs support in these steps, then sit with him or her and go over the IEP.
- 3** Have the student work on a "strength" and "weakness" (need) sheet for each class (Activity 5 in the *Student's Guide* section "Writing the IEP"). Encourage the student to cover this area as completely as possible, so that the other IEP participants do not catch them offguard during the IEP meeting. When students are the first to mention an area of weakness—for example, a student might say that he or she is disruptive in a particular class—their credibility in the IEP meeting is increased. Also help the student to produce a balanced list of strengths and needs; don't just have an enormous list of needs, with only a few strengths or abilities to offset it!

4 Focus next on helping the student to describe his or her disability. Is there a term for the disability (i.e., learning disability, mental retardation, visual impairment)? In practical terms, what does this disability mean? (For example, the disability means it's hard for the student to learn new material, or see very well, or get from place to place, or participate in certain kinds of activities...) Be sure to incorporate mention of the student's strengths into this discussion of disability.

5 Move on to annual goals and objectives/benchmarks. Did the student achieve the goals that are listed? Have the student list those goals that were achieved and those that were not. What changes need to be made in the IEP, to account for student growth and continuing or new needs? To help the student avoid listing too many goals and objectives/benchmarks that make up the goals, ask which five (or ten) goals and smaller objectives/benchmarks he or she feels are most important to work on? Are these realistic? Achievable?

6 The student may find it extremely helpful and productive to make an appointment with each of his or her teachers, in order to identify and discuss goals and objectives appropriate for each class, as well as student strengths, needs, and reasonable accommodations in each class (Activities 6 and 7). Talking with therapists or other school personnel may also be helpful.

7 Many students will be able to contribute information regarding their "present levels of performance." Most should be able to describe their disability and what accommodations are needed in school. They may want to talk about their work in the general curriculum and areas of strength and need in studying the same things that nondisabled students study. Help each student to put these descriptions into acceptable language, but be aware that, in the IEP meeting, the student will often use his or her own words.

8 As appropriate, address accommodations with the student (see Activity 9 in the *Student's Guide*) and transition planning (see Activity 10). Transition planning is an area that is ripe for both class discussion and individual reflection. What plans does the student have for the future? What would he or she like to do or be? What types of training or experience does he or she need in order to prepare? How can the school help?

9 Work with the student to prepare a draft of the new IEP, incorporating the changes, the student's work in the general curriculum, the areas of need, and the accommodations suggested. Be sure to pay attention to the "evaluation" section of the IEP, too. This section is where the IEP team identifies how they will determine if the student has reached a goal or objective. Officially, this is called "evaluation criteria" and should include:



- precisely what the student has to be able to do (e.g., identify 10 out of 12 words correctly; make the correct change 9 out of 10 times; complete all homework assignments); and
- how this information will be gathered (e.g., teacher-made tests, observations, student portfolio).

10 Have the student take the draft IEP home to share with his or her parents and to gather their input. Parents may have prepared their own draft, so that the family, together, can discuss and develop a draft IEP that reflects both parental and student thinking. In any event, a final draft IEP needs to be prepared to take to the IEP meeting (Activity 11).

11 Have the student send invitations to all the individuals who will be involved in the IEP meeting. An invitation might look something like this:

An Invitation

Please come to my IEP meeting and share your ideas.

Date: Wednesday, October 23rd

Time: 2:30 p.m.

Place: Meeting Room 4

Signed,

(Student's Name)

p.s. If you cannot attend this meeting, please let me know when we can meet to talk about my IEP. Thank you.

Getting Ready for the IEP Meeting

1 Have each student practice his or her presentation for the upcoming IEP meeting. Most students will benefit from numerous opportunities to rehearse! Students can practice at home with their family and with each other, if several have meetings in the near future.

Here are some suggestions for student practice.

- You may want to have students roleplay, on separate occasions, describing their disability, their strengths, their needs, the accommodations that would help them achieve in class, their goals for the future, and the goals they feel are most important for them to work on. Also have them practice thanking other participants for attending the IEP meeting. (These roleplays, of course, must be tailored to individual student capability. Students who are not able to address all these IEP elements should concentrate on sharing whatever they are capable of — what they would like to do, or a few brief sentences about their disability, preferences, or strengths.)
- You can be involved in the roleplays as well. For example, you might take the part of the student, while the student plays the part of a teacher or principal. This allows you to model certain behaviors or responses the student may find useful in the actual IEP meeting. Then you'd switch roles, and the student would play himself or herself, responding or behaving appropriately.

Students may find it particularly helpful to see you model how to respond when other IEP participants want to add or delete goals or objectives. Students should understand that it is appropriate for them to either disagree or agree with the proposed change, and to say why they feel that way. However, this may be difficult for many students, particularly if they are caught by surprise. You may wish to model making a response such as: "I would like to think about that suggestion. If we need to add it to the IEP, let's do it later."

Another situation for which students should be prepared is the possibility that another participant may say something negative that hurts or angers them. For example, a teacher might remark that "You have a chip on your shoulder" or "You never cooperate in class." Discuss with your students what types of responses might be appropriate. Model (and have students practice) appropriate responses such as "What suggestions do you have?"

2 Have the student work on maintaining eye contact with those listening, as well as volume and speed of delivery. It may be useful to establish some "cues" that you, or another participant, can use to remind the student if he or she is getting off track (e.g., not keeping track of the time, not maintaining eye contact, or speaking too loudly or softly). Practice these cues with the student.

3 If appropriate, have the student send out reminders to IEP participants a week before the meeting (see page 9 in the Student's Guide for an example).

4 Suggest to the other participants, before the meeting, that they not interrupt the student in the middle of his or her presentation. Discussion of issues can wait until the student has finished presenting.

During the IEP Meeting

1 All the hard work that the student (and you!) have done has come to this moment! Hopefully, all preparations, discussions, roleplays, and classwork will bear fruit in this meeting, as the student shares his or her ideas about what the IEP should contain.

2 The student may wish to greet all participants attending the IEP meeting, making sure that those who do not know one another are introduced. He or she should also make sure that all participants receive a copy of the draft IEP that he or she has prepared for discussion.

3 When the time is appropriate, the student will share his or her ideas with the rest of the IEP team. Depending upon his or her capabilities and degree of preparation, this sharing may range from describing his or her disability in a few sentences to actually leading the meeting. Whatever the level of participation, it's important that the student be able to share his or her ideas freely, without interruption. Hopefully, you have roleplayed in class what the student will say, and this part will go smoothly.

4 As mentioned above, there may be times when another participant says something that hurts or angers the student; describes the student in largely negative, nonconstructive terms; or proposes changes or alterations to the IEP that surprise the student. Any prior roleplaying you have done within your class may help the student respond appropriately in these situations. (Depending upon the level of the student's participation, and his or her ability to advocate, you may need to be the one who responds.) As necessary, help the student focus the discussion on positive steps that he or she can take, not on a recounting of his or her transgressions.

Note: One of the reasons for having students spend time developing a "Strength" and "Need" sheet is to circumvent the likelihood that an IEP team member will make such negative statements. If the student has already pointed out in his or her presentation that one of his or her "weaknesses" is not doing the homework, or not participating fully in class, then this reduces the need for others to do so.

5 At the end of the meeting, the student should thank everyone for their active part in planning his or her school program.

After the Meeting

1 Praise the student. Regardless of mistakes, he or she has accomplished much today and needs to be told so.

2 Have the student tell the class what happened in the IEP meeting.

3 Monitor the goals and objectives throughout the year and encourage the student to be aware of and monitor progress as well. Are the goals being addressed? Is the student working toward achieving them? How is he or she progress-

ing in the general curriculum? Does the team need to come together again and change anything about the IEP? Goals? Classroom placement? Services being received? Have the student call another IEP meeting, if necessary. And be sure to prepare for that one, too!

4 And, as was said in the beginning of this guide, celebrate each student's growth! And celebrate your part in that growth!

Appendix A

Overview of the Laws

P.L. 94-142— Education of All Handicapped Children Act

Also known as the Education of the Handicapped Act, or EHA. Passed in 1975. Has since been amended several times, including the 1990 amendment which changed its name to the Individuals with Disabilities Education Act (IDEA). Provides federal funding to assist schools in educating students with disabilities.

The EHA (now IDEA) has many requirements. Among them:

- Schools must make available to students with disabilities a “free appropriate public education” which includes special education and related services that are, among other things, provided according to each student’s Individualized Education Program (IEP);
- Each student with a disability who receives special education and related services must have an IEP;
- The IEP is created just for that student and states, among other things, the educational goals and objectives or benchmarks the student will address throughout the year;
- A student’s IEP is developed in a collaboration between school personnel, the student’s parents, and (when appropriate) the student; and
- A group of school personnel and parents (voluntary) must meet at least once a year to review and, if necessary, revise the IEP.

P.L. 105-17— The Individuals with Disabilities Education Act

An amendment to the EHA (described at the left), passed in 1997. An earlier amendment (P.L. 101-476) changed the law’s name to Individuals with Disabilities Education Act, or IDEA. The requirements listed for EHA remain intact under IDEA, and the following items have been added:

- Student involvement and progress in the general curriculum (the same curriculum as for nondisabled students) is now highly emphasized.
- Students of transition age (beginning at 14 years, or younger if the IEP team determines it is appropriate) must be invited to participate in the IEP meeting if a purpose of the meeting will be consideration of either of the two transition areas discussed below.
- **Transition service needs.** Beginning when the student is age 14 (or younger, if the IEP team determines it is appropriate), the IEP must address (within the applicable parts of the IEP) the courses he or she needs to take to reach his or her post-school goals. A statement of transition service needs must also be included in each of the child’s subsequent IEPs.
- **Needed transition services.** Beginning when the student is age 16 (or younger, if the IEP team determines it is appropriate), the IEP must state what transition services are needed to help the student prepare for leaving school. This includes, if appropriate, a statement of the inter-agency responsibilities or any needed linkages.
- Transition planning includes discussing and planning for such areas as the student’s: integrated employment (including supported employment), postsecondary education (including vocational training or continuing and adult education), independent living, eligibility for various adult services (such as vocational rehabilitation), or community participation.

P.L. 93-112— Rehabilitation Act of 1973

A civil rights law prohibiting discrimination against persons with disabilities. Section 504 of the Act prohibits schools from excluding students with disabilities from participating in programs receiving federal funding, simply because they have a disability. Important facts about Section 504:

- Section 504 defines a person with a disability as “any person who (i) has a physical or mental impairment which substantially limits one or more of such person’s major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.”

- Major life activities are defined as including self-care, performing manual tasks, seeing, hearing, speaking, breathing, learning, and walking.
- Schools, as recipients of federal funding, are prohibited from discriminating against students who meet the definition of a person with a disability. Accommodations must be made to assist students with disabilities to participate in school activities, including classes.

Appendix B

Possible Answers to the Student “Disability” Pre-Test*

1. A disability is...
a limitation
an area where you’re challenged
something that makes it hard for you to (learn, walk, talk, see, hear...)
2. (individual response, based on student’s situation and knowledge)
3. the Individuals with Disabilities Education Act (IDEA) (formerly the Education of the Handicapped Act, EHA, or 94-142)
4. Accommodation is...
when people make changes that will help you participate in activities
changes in the way things are done, so you can learn better
5. (individual response, based on student’s situation and knowledge)
6. An IEP is...
a document that describes your educational plan
an Individualized Education Program (or Plan)
the papers that tell what you’ll be studying this year
7. (individual response, probably “Yes”)
8. (individual response, based on student)

*These are possible, somewhat simplified answers that students might give or that you might offer. Please refer to the glossary for the more formal definitions of words such as disability, accommodation, and IEP.

Appendix C

Presenting Information on the Laws

Using the presentation on the laws as an example, the four components of Ms. McGahee's presentation look something like this:

Keyword Poster:

The Laws	
94-142	Education of the Handicapped Act (EHA) signed in 1975 legal document free appropriate public education (FAPE) IEP once a year
105-17	Individuals with Disabilities Education Act (IDEA) amendment (change) passed in 1997 transition planning
93-112	Rehab Act, Section 504 accommodations examples: books-on-tape more time on tests notetaker

The presentation follows the order of information on the keyword poster. If students are having difficulty understanding the material, they are permitted to stop her and request that information be repeated or said in a different way. She weaves stories of personal experience into the presentation —the types of disabilities that previous students have had and what types of accommodations they received to support their learning.

VISUAL: Ms. McGahee uses a copy of the Congressional Report on the different laws — the Americans with Disabilities Act, the Rehabilitation Act of 1973, the EHA, and the IDEA. This visual shows students concretely that these laws exist and are quite official. (See note below about obtaining a copy of the Congressional Report.)

NOTE-TAKING: Students take notes on her presentation, using the keyword poster as a starting point for their notes. (Some students may need accommodations or adaptations in notetaking, such as using another student's notes, using a tape recorder, adding words to a survival or reading word list, or using a computer.) The

class goes over the notes they have taken, as part of a feedback loop about the note-taking process.

REVIEW: After the presentation on the laws is finished (it takes about 25-30 minutes), students are permitted to ask questions. The keyword poster is removed, and then Ms. McGahee asks the students questions about the laws; students use their notes and their memory to answer. Students are also permitted to share their notes, if this type of accommodation is appropriate for their learning needs.

Getting Copies of Laws or of the Congressional Report

The fastest way to get copies of the laws is via the Internet. There are many Web sites that offer online copies of regulations for IDEA and the Rehabilitation Act. For IDEA, try visiting:

www.ideapractices.org/idealaw.htm

For Section 504 of the Rehabilitation Act, visit:

[www.reedmartin.com/
specialeducationresources.html](http://www.reedmartin.com/specialeducationresources.html)

Copies of federal laws and regulations are also available from Superintendent of Documents, Attention: New Orders, P.O. Box 371954, Pittsburgh, PA 15250-7954. Charge orders may be telephoned to the U.S. Government Printing Office at (202) 512-1800. You need to be very specific about which laws you would like. For a copy of the IDEA, ask for 34 CFR Parts 300-399. (This law replaces the Education of the Handicapped Act (EHA), so you need not request a copy of the EHA.) For a copy of Section 504, ask for: 34 CFR Parts 100 to 106. Section 504, as it applies to schools, is Part 104.

Copies of federal laws, as well as of the *Congressional Report*, may also be available from your Congressman. (The *Congressional Report* describes and summarizes laws in more everyday terms.) Write or call your Congressman and say you want the *Congressional Report* on a particular law (e.g., the IDEA) or a copy of the law itself or its implementing regulations.

Glossary

The following definitions have been compiled from a variety of sources. The contents of this glossary do not necessarily represent definitions endorsed by the U.S. Department of Education but, rather, represent how the terms are generally used in the special education and disabilities field. In cases where an exact definition (or other substantive discussion) exists within IDEA's regulations, we have cited its location within the *Code of Federal Regulations (CFR)* for Title 34. The "§" sign stands for "section."

Accommodation—something that meets a need; in special education, "reasonable accommodation" refers to how schools and teachers adapt, adjust, or change the physical environment, instruction or services for a student with a disability so that the presence of the student's disability does not unnecessarily affect his or her learning. The accommodations that are made are based upon the student's special needs. Examples of reasonable accommodation include allowing the student to take a test in a quiet area, use a tape recorder in class to take notes, use another student's notes, or use textbooks on tape. (See Question 4 in Appendix A of IDEA's regulations, published March 12, 1999, and available online at: www.ideapractices.org/idealaw.htm.)

Age of Majority—the age at which some states transfer certain rights to a young person, usually in young adulthood. The age is defined by the state. With respect to students with disabilities, if a state will transfer rights under IDEA (e.g., decision-making rights, procedural safeguard rights) to a student at age of majority, then at least one year before that time, the student's IEP must include a statement that the student has been informed of the rights under IDEA that will transfer to him or her. ("Age of majority" is addressed in IDEA's regulations at 34 CFR §300.347(c) and §300.517.)

Amendment—a change, revision, or addition made to a law.

Appropriate—able to meet a need; suitable or fitting; in special education, children with disabilities are entitled to a "free appropriate public education," commonly known as FAPE, which means that the schools provide the education (public) at no cost to the student or his/her family (free) and that the education meets the student's special needs (appropriate). (IDEA's definition of FAPE is found at 34 CFR §300.13.)

Auditory Memory—the ability to remember the main features of something heard, and/or to remember the sequence of several items heard.

Cognitive—a term that describes the process people use for remembering, reasoning, understanding, and using judgment; in special education terms, a cognitive disability refers to difficulty in learning.

Disability—the result of any physical or mental condition that limits or prevents one's ability to develop, achieve, and/or function in educational (or other) settings at a normal rate. (IDEA's definition of "child with a disability" is found at 34 CFR §300.7.)

Due Process—action that protects a person's rights; in special education, this applies to a set of legal steps taken to protect the educational rights of students with disabilities and carried out according to established rules. (Subpart E of IDEA addresses "due process procedures for parents and children" at 34 CFR §300.500 through §300.517.)

Dyslexia—a disturbance in a person's ability to read or learn to read. Dyslexia is considered a learning disability.

Education of the Handicapped Act (EHA)—Public Law 94-142, passed in 1975, which mandated that schools provide children with disabilities with a free appropriate public education; among other things, this law specifies how students are to be assessed for the presence of a disability, how the Individualized Education Program (IEP) is to be developed collaboratively and reviewed at least once a year, and what educational rights children with disabilities and their parents have.

Educational Testing—the tests that schools give students to see how students are performing in various skill areas; the tests may be group-administered or individually-administered. Schools typically use group-administered tests to find out how large numbers of students are performing and to identify which students are having difficulties in school. Students who are performing below the level expected for an individual that age may be referred for further testing, to see if the student has a disability. If the student is being tested for the presence of a disability, then testing must be individualized.

EHA—see Education of the Handicapped Act, above.

Emotional Disturbance—a condition that, under Federal definition, has one or more of these characteristics over a long period of time: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) behavior or feelings that are inappropriate under normal circumstances; (d) a general pervasive mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems. Having an emotional disturbance that adversely affects educational performance makes a student eligible for special education under the Individuals with Disabilities Education Act. [IDEA's definition is found at 34 CFR §300.7(c)(4).]

Evaluation—the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs; also refers to the procedures used to determine a student's progress and whether he or she has achieved the goals and objectives/benchmarks listed in the IEP. [IDEA addresses evaluation of disability at 34 CFR §300.530 through §300.543. Evaluation of academic progress is addressed in IEP requirements at 34 CFR §300.347(a)(7).]

Free Appropriate Public Education—often referred to as FAPE; one of the key requirements of the Individuals with Disabilities Education Act, which requires that an education program be provided for all school-aged children, regardless of disability, without cost to families; the exact requirements of "appropriate" are not defined; what is appropriate is to be determined by the team that plans each student's IEP, based upon an individualized evaluation of the student's abilities and needs. (IDEA's definition of FAPE is found at 34 CFR § 300.13.)

General Curriculum—the same curriculum as used for nondisabled children. [See IDEA's regulations at 34 CFR §300.347(a)(1)(i).]

Handicap—see disability.

Hearing Impairment—used to describe a wide range of hearing losses, which can be permanent or fluctuating; for a student to be eligible for special education, the hearing loss must affect his or her educational performance. [IDEA's definition is found at §300.7(c)(5).]

IDEA—see Individuals with Disabilities Education Act, below.

IEP—see Individualized Education Program, below.

Individualized Education Program (IEP)—a written education plan for a child or youth with disabilities, developed by a team of professionals (teachers, therapists, etc.), the student's parents, and the student and others (as appropriate). The IEP is reviewed and, if necessary, revised yearly. Among other things, it describes how the student is presently doing, what the student's learning needs are, and what services the student will receive. [IDEA's regulations for IEPs are located at 34 CFR §300.340 through §300.350.]

Individuals with Disabilities Education Act (IDEA)—a series of amendments to the Education of the Handicapped Act (EHA). Amendments passed in 1990 changed the name of the legislation from EHA to IDEA, maintained the requirements of EHA, and added (among other requirements) the requirement of transition services for students aged 16 or older (and, in many cases, younger). Most recent amendments to IDEA were passed in 1997, and transition requirements for students age 14 (or younger, if determined appropriate by the IEP team) were added.

Learning Disability—a disorder in one or more of the basic processes involved in understanding or in using spoken or written language; as a result of a learning disability, students may have an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage. Typically, students with learning disabilities are eligible for special education and related services. [IDEA's definition is found at 34 CFR §300.7(c)(10).]

Least Restrictive Environment (LRE)—an educational setting or program that provides a student with disabilities with the chance to be educated, to the maximum extent appropriate, with children who do not have disabilities. Under the IDEA's LRE provisions, special classes, separate schooling, or other removal of a child with disabilities from the regular educational environment may occur only if the nature or severity of the student's disability is such that his or her education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (IDEA's general LRE requirements are found at §300.550.)

Mediation—an approach to resolving disputes where the two parties who are disagreeing sit down with an impartial third person (called a mediator), talk openly about the areas of conflict, and try to reach an agreement. (IDEA's mediation requirements are located at 34 CFR §300.506.)

Mental Retardation—a condition that causes individuals to function at an intellectual level that is significantly below average and to have difficulties with and deficits in adaptive behavior. Students with mental retardation that adversely affects their educational performance are eligible for special education and related services. [IDEA's definition is found at 34 CFR §300.7(c)(6).]

Placement—where the student will receive his or her special education and related services.

Public Law 93-112—see Rehabilitation Act of 1973, below.

Public Law 94-142—see Education of the Handicapped Act, above.

Public Law 101-476—amendment to the Individuals with Disabilities Education Act (IDEA), passed in 1990. See Individuals with Disabilities Education Act, above.

Public Law 105-17—the most recent amendment to the Individuals with Disabilities Education Act (IDEA), passed in 1997. See Individuals with Disabilities Education Act, above.

Reasonable Accommodation—see Accommodation, above.

Rehabilitation Act of 1973—a federal law that addresses discrimination against people with disabilities; the law has different sections pertaining to different areas of discrimination. Of particular importance to school-aged students with disabilities is Section 504, which protects such students from being excluded, solely on the basis of their disability, from participation in any program or activity receiving federal funds. The law also introduced the concept of “reasonable accommodation.”

Related Services—transportation and developmental, corrective, and other supportive services that a student with disabilities requires in order to benefit from education. Related services include but are not limited to: speech/language pathology, audiology, psychological services, physical and occupational therapy, recreation (including therapeutic recreation), early identification and assessment of disabilities in children, counseling services (including rehabilitation counseling), orientation and mobility services, medical services for diagnostic or evaluation purposes, school health services, social work services in schools, and parent counseling and training. (IDEA's definition is found at §300.24.)

Screening—a procedure in which groups of children are examined and/or tested, in order to identify children who are at risk of educational or other problems; the

children who are identified are then referred for more intensive evaluation and assessment.

Section 504—an important section of the Rehabilitation Act of 1973 prohibiting discrimination against persons with disabilities; see Rehabilitation Act of 1973, above.

Special Education—programs, services, or specially designed instruction (offered at no cost to families) for children over 3 years old with special needs who are found eligible for such services; these include special learning methods or materials in the regular classroom, and special classes and programs if the student's learning or physical problems indicate this type of program. [IDEA's definition is found at §300.26.]

Special Needs—often used in the phrase “a child with special needs,” this term is used to describe a child who has disabilities or who is at risk of developing disabilities and who, therefore, requires special services or treatment in order to progress.

Transition Planning—in special education, when the IEP team looks at the student's transition from high school to the adult work. The process must begin at least by age 14 with the team looking at what courses the student is taking and what coursework is needed to prepare the student for post-school goals (this is called considering the student's *transition service needs*). The process also includes looking at the student's *needed transition services*, beginning no later than age 16, and planning for such areas as integrated employment, postsecondary education, independent living, eligibility for adult services, or community participation. The student must be invited to attend the IEP meeting if a purpose of the meeting will be consideration of transition planning. [IDEA's definition of transition services is found at §300.29. Its requirements for transition statements in the IEP is found at §300.347(b).]

Traumatic Brain Injury (TBI)—an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability (or both) or psychosocial impairment that adversely affects how a student performs in school. This type of injury applies to open or closed head injuries that can result in impairments in one or more areas such as: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, or motor abilities; psychosocial behavior; information processing; physical functions; and speech. The term does not apply to brain injuries that are congenital or those induced by birth trauma. Children with TBI are eligible for special education and related services. [IDEA's definition is found at §300.7(c)(12).]

Resources

A selection of resources is listed below to help readers locate more in-depth information on the many issues raised in this technical assistance guide to *Helping Students Develop Their IEPs*. We have also provided contact information for the publishers from which you can obtain these resources. Be aware that there are also many other books, articles, and videotapes available on such subjects as the laws, student involvement in the IEP process, self-determination, and transition planning; the list below is intended to serve as a starting point.

Many states have projects in self-determination, transition planning, or student involvement in the IEP. To find out if any such project exists in your state, contact your local director of special education or your state director of special education. The National Center on Secondary Education and Transition also offers information on transition issues. Call the Center at (612) 624-2097, or visit its Web site at: <http://ici.umn.edu/ncset>.

Information about the Laws

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Visit These Web Sites!

National Program Office on Self-Determination:
www.self-determination.org/index.htm

National Coalition on Self-Determination:
www.oaksgroup.org/nconsd/

S.A.B.E. (Self Advocates Becoming Empowered):
www.sabeusa.org/

Center on Self-Determination:
<http://cdrc.ohsu.edu/selfdetermination/>

Transition Research Institute at Illinois:
www.ed.uiuc.edu/sped/tri/institute.html

Publishers

Council for Exceptional Children, 1110 North Glebe Road, Arlington, VA 22201. Telephone: 1-888-232-7733. E-mail: service@cec.sped.org
Web: www.cec.sped.org/index.html

ERIC Clearinghouse on Disabilities and Gifted Education, 1110 North Glebe Road, Arlington, VA 22201. Telephone: 1-800-328-0272.
Web: <http://ericec.org>

Institute on Community Integration, University of Minnesota, 102 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Telephone: (612) 624-6300.
Web: www.ici.umn.edu/default.html

Mountain Plains Regional Resource Center, Utah State University, 1780 N. Research Parkway, Suite 112, Logan, UT 84341. Telephone: (801) 752-0238.
E-mail: cope@cc.usu.edu
Web: www.usu.edu/mprrc

NICHCY, P.O. Box 1492, Washington, DC 20013. Telephone: 1-800-695-0285 (V/TTY).
E-mail: nichcy@aed.org
Web: www.nichcy.org

Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285. Telephone: 1-800-638-3775.
Web: www.brookespublishing.com

Pro-Ed, 8700 Shoal Creek Boulevard, Austin, TX 78758. Telephone: 1-800-897-3202. Web: www.proedinc.com

Rehabilitation Research and Training Center on Workplace Supports, Virginia Commonwealth University, P.O. Box 842011, Richmond, VA 23284-2011. Telephone: (804) 828-1851.
Web: www.worksupport.com

Self-Determination Synthesis Project, Department CSPC, College of Education, University of North Carolina at Charlotte, 9201 University City Blvd., Charlotte NC 28223-0001. Telephone: (704) 687-3736.
Web: www.uncc.edu/sdsp/

Sopris West, 4093 Specialty Place, Longmont, CO 80504. Telephone: (303) 651-2829.
E-mail: customerservice@sopriswest.com
Web: www.sopriswest.com

Western Regional Resource Center (WRRC), 1268 University of Oregon, Eugene, OR 97403-1268. Telephone: (503) 232-9154.
Web: <http://interact.uoregon.edu/wrrc/wrrc.html>

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Project Director
Suzanne Ripley

Producer, Audiocassette Program
Alyne Ellis

Editor/Author
Lisa Küpper

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National Information Center
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P.O. Box 1492
Washington, DC 20013
(800) 695-0285 (V/TTY)
(202) 884-8200 (V/TTY)
E-mail: nichcy@aed.org
Web: www.nichcy.org



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A Student's Guide to the IEP



by
Marcy McGahee-Kovac

2nd Edition, 2002

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P.O. Box 1492
Washington, DC 20013

www.nichcy.org
1 • 800 • 695 • 0285

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The *Student's Guide* series is written especially for students with disabilities. *A Student's Guide to the IEP* is the first in the series. You may also be interested in *A Student's Guide to Jobs*. We welcome your comments and encourage you to suggest future topics for the series. Please share your ideas with our staff by writing to the Editor.

Second Edition, 2002

The *Student's Guide* package includes this printed *student booklet*; a *technical assistance guide* for parents, transition specialists, and others interested in helping students get involved in developing their IEPs; and an *audiotape* featuring students, their parents, and school staff who share their stories about student participation in writing the IEP.

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Welcome to Your IEP!!

This guide will tell you:

- ✓ what an IEP is
- ✓ why you need to be part of your IEP team
- ✓ how to help write your IEP
- ✓ and much, much more!!

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Being a part of the team that writes your IEP
is an exciting, important thing to do.
It's your education—be in on planning it!

What is an IEP?

1 What is an IEP?

IEP stands for Individualized Education Program (IEP). The IEP is a written document that describes the educational plan for a student with a disability. Among other things, your IEP talks about your disability, what skills you need to learn, what you'll do in school this year, what services your school will provide, and where your learning will take place.

2 Why Do Students With Disabilities Need an IEP?

First, it's the law. The Individuals with Disabilities Education Act (IDEA) requires each student with disabilities who receives special education services to have an IEP—an educational program written just for him or her.

Second, the IEP helps the school meet your special needs. It also helps you plan educational goals for yourself. That is why it is called an IEP—because it is an *individualized* education program.

3 What is the Purpose of an IEP?

The purpose of the IEP is to make sure that everyone—you, your family, and school staff—knows what your educational program will be this year.

4 Where is the IEP Developed?

The IEP is developed during an IEP meeting. The people who are concerned with your education meet, discuss, and develop your IEP goals for the next year.

5 Who Comes to the IEP Meeting?

Certain individuals will help write your IEP. We've listed these below. Some are required by law to come to the meeting. (In the list below, we've written these people in **bold letters**.) Others, such as you and your parents, must be *invited* to take part in the meeting. It's your choice to attend or not. (We've listed these people without any bolding of the letters.) All of the people listed below work together as a team to write your IEP. So—who might you see at the meeting?

- You
- Your parents
- At least one of your **regular education teachers**, if you are (or may be) taking part in the regular education environment

- At least one of your **special education teachers** (or **special education providers**)
- **Someone who can talk about your evaluation results** and what they mean, especially what kind of instruction you need
- **Someone from the school system** who knows about special education services and educating students with disabilities and who can talk about what resources the school system has—this person may be your principal, a school counselor, or someone else from the school system
- People from transition service agencies (such as vocational rehabilitation), if you're going to be talking about what you plan to do after leaving high school and what you need to do now to get ready
- Other people who know you—your strengths and needs—very well and who can help you plan your educational program

6 How Often is the IEP Meeting Held?

The law requires that your IEP is reviewed and, if necessary, revised at least once a year. This means attending at least one IEP meeting each year. However, you, your parents, or the school can ask for more IEP meetings, if any of you think that it's necessary to take another look at your IEP.

7 How Long Does an IEP Meeting Last?

Approximately 30 minutes to 1 hour.

8 Why Should I Participate in the IEP Meeting?

It's *your* educational program everyone will be discussing in the meeting. Your opinions are an important part of this discussion.

9 What Should I Do if I Want to Help Develop my IEP?

There are five basic steps:

1. Talk to your parents and teachers.
2. Review last year's IEP.
3. Think about your strengths and needs in school.
4. Write your goals for this school year.
5. Practice what you want to say at the meeting.

More details on these steps are given in this booklet. Keep reading!

How Do I Develop My IEP?

What to Do Before the IEP Meeting

1 Tell your family and teachers that you are interested in participating in your next IEP meeting. It is important that you have the support of your parents and teachers, because they will play a major role in helping you.

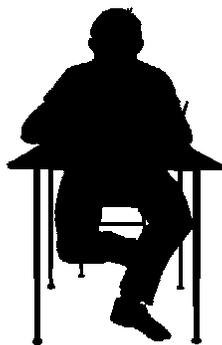
2 Ask your parents or teachers when your next IEP is due to be reviewed. Write the date below.

Next IEP Date:

3 Ask your parents or teachers for a copy of your current IEP.

4 Read your IEP carefully. The IEP has different sections. These sections are listed in the box on the right. Look at the information in the box. Look at your IEP. Can you find the different sections or this information in your IEP?

5 Ask your parents or teachers to explain what is written in your IEP, section-by-section. Ask questions. Make sure you understand the sections and information in your IEP.



Sections of the IEP

By law, your IEP must include certain information about you. This information is usually organized into the sections listed below. Your new IEP will also have these sections or information.

- *Present levels of educational performance*: This section includes precise information about how you are doing in school and sometimes in other aspects of your life
- *Goals for the year*, broken down into short-term *objectives or benchmarks*
- What *special education and related services* the school will provide to you
- An explanation of how much of your school day (if any) you will spend *not participating with children without disabilities* in the regular class and other school activities
- The *modifications* you will need when state or district-wide tests are given, or an explanation of why taking these tests is not appropriate for you; if you won't be taking these tests, then your IEP must say how you will be tested instead
- *When and where* the school will start providing services to you, *how often* the services will be provided, and *how long* the services are expected to last
- How the school will measure your *progress* toward your goals and how the school will tell your parents about your progress
- The *transition services* you need to get ready for life after finishing high school

One final note about what's on your IEP:

- If your state transfers rights to young people when they reach the *age of majority*, then at least one year before that time your IEP must state that you have been told about any rights that will transfer to you.

Writing Your IEP

1 You'll need several sheets of clean paper, and a pencil or pen. (If you like using a computer, that's fine, too. So is a tape recorder! You can also have a friend take notes for you.)

2 Start by describing your disability.

What is your disability called?

How does your disability affect you in school and at home? (For example, what things in school are harder because of your disability?)

What do you think is important for others to know about your disability?

If you aren't sure what to say, think about what the students on the tape had to say. How did they describe their disabilities?

3 Look at your old IEP goals (including the short-term objectives or benchmarks). Do you think you have met those goals and objectives/benchmarks? (This means you can do the things listed there.) Put a check next to the goals and objectives you have met.

4 What goals and objectives/benchmarks have you NOT met? Write these down on paper. They may be important to include in your new IEP.



5 What are your strengths and needs in each class or subject? Make a list. This can be hard to do. Here are some suggestions to help you:

- Start with clean sheets of paper. Title one sheet "Strengths" and another sheet "Needs."
- Ask yourself the questions on the next page (see the box). These can help you think about your strengths and needs. Write your ideas down on your "Strengths" and "Needs" worksheets.



Hints: If you're not sure how to answer a question, look at the examples given. Also, think about what the students on the tape had to say. How did they describe their strengths and needs? What accommodations did they ask for? What did they say they needed to work on in school?

6 Show the goals in your old IEP to your parents and your teachers. Do they think you have met these goals? What goals haven't you met? Add their ideas to the list you started in Step 4 above.



7 Ask your teachers what they believe your strengths and needs are in each class or subject. Write their ideas down.

8 Develop new goals and objectives/benchmarks for this year, using the list of strengths and needs you and your parents and teachers developed.

9 Describe the accommodations you may need in each class to meet these new goals and objectives. (See page 10 for a list of common accommodations.)

10 Think about your plans for the future and what you'll do after you've finished high school. Talk with your parents and teachers about what you should be doing this year to get ready. This is called *transition planning*.

11 Work with your parents and teachers to write a draft IEP document that includes all the information above. Make a copy for yourself to take to the IEP meeting. Make copies for everyone else who will be at the meeting.



Ask Yourself...

- *What classes do you take? Make a list.*
- *Which is your best class?*
- *What can you do well in this class?*

These are your **strengths**. (Example: read, write, listen, work in groups, work alone, draw, do your homework...)

- *What helps you do well?*

These can also be your strengths. (Examples: Your interest in the subject, your memory, patience, determination, effort, the help of others (what, specifically?), the way the teacher presents new information...)

- *What class is hardest for you?*
- *What's the hardest part of this class for you?*

These are the areas you need to work on during the school year. (Examples: Paying attention, reading the book, listening, staying in the seat, remembering new information, doing homework, doing work in groups...)

- *What accommodations would help you do better in this class?*

Look at the list of accommodations on page 10. Write down the ones you think would help you in this hard class.

- *What do you need to work on in your other classes?*

Go class by class and make a list of what is hard for you in each one. Be specific—for example, in math class, you might find “fractions,” “word problems,” or some other math skill very difficult.

- *What accommodations would help you in each class?*

For each class, list what accommodations, if any, would help you.

Getting Ready for the IEP Meeting

1 Talk to your special education teacher or regular education teacher about setting a time, date, and place for the IEP meeting. Make a list of who should be there.

2 Once the meeting is set, send everyone on your list an invitation like the example below.

An Invitation

Please come to my IEP meeting and share your ideas.

Date: Wednesday, October 23rd
Time: 2:30 p.m.
Place: Meeting Room 4

Signed,

Your name

p.s. If you cannot attend this meeting, please let me know when we can meet to talk about my IEP. Thank you.

3 To get ready for your IEP meeting, it's a good idea to think about what you want to say. At the meeting, you want to be able to:

- describe your disability
- talk about your strengths and needs
- describe your learning style (how you learn best and what gets in the way of your learning)
- tell team members the accommodations you need and why you need them
- describe any medications you are taking or medical needs you have (if you wish to share this information)

- list your educational goals and objectives/benchmarks
- talk about your transition plan for the future.

4 It's also a good idea to practice what you want to say. Practice with your parents, a classmate, or a teacher. [Parents need to know what your goals are before the meeting, so they can support your decisions.]



5 One week before the IEP meeting, you may wish to send out reminders to the people who will be attending: your parents, teachers, principal, and others who have been invited. The note can be simple, such as the example below.

Just to Remind You...

I'm looking forward to seeing you at my IEP meeting.

Wednesday, October 23rd
2:30 p.m., Meeting Room 4

Signed,
Your name

Participating in Your IEP Meeting

1 Make sure everyone knows each other. You may want to introduce them or have them introduce themselves.

2 Speak up and maintain good eye contact.



List of Accommodations

Section 504 of the Rehabilitation Act of 1973 is another important federal law for people with disabilities. This law states that reasonable accommodations must be made. But what are reasonable accommodations?

Reasonable accommodations are things the school or your teacher can do to make it easier for you to learn—adapting or adjusting what you're learning or how they're teaching.

Some common accommodations schools make for students with disabilities are listed below.

Note-taking Accommodations

- Use a tape recorder in the classroom
- Use another student's notes
- Have a notetaker in the class
- Use teacher's notes
- Use computer or typewriter

Test Taking Accommodations

- Extended time on test
- Take test in quiet area
- Have test read to you
- Take test orally

Additional Accommodations

- Use textbooks-on-tape
- Have extra set of books for home and school
- Restroom use (medical accommodations)
- Use a calculator or dictionary in class
- Have additional time to get from class to class
- Have seating in front of class
- Have extended time to take PSAT or SAT

3 Talk about the things you practiced, including:

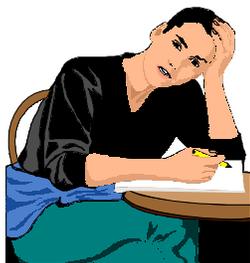
- your disability
- the strengths and needs you have in each of your classes
- your learning style
- the accommodations you need and why you need them
- your goals and objectives for the next year
- your transition plans for the future.

4 Ask for additional suggestions and comments on your IEP content. Be sure everyone has a chance to talk and share their ideas.

5 Listen to ideas and suggestions from the other IEP team members. If you don't understand something, ask for an explanation.

6 Share your feelings about the goals and objectives the other team member suggest. Try to come to agreement about what goals and objectives are important to list in your IEP. (If you cannot finish in the time you have, set a time and date for another meeting.)

7 Write down (or have someone else write down) everything that's been decided, so that a final IEP can be written.



8 When the meeting is over, thank everyone for attending.

After the IEP Meeting

1 Ask for a copy of the final IEP document. Go over it to be sure you understand what it says.

2 Keep this copy of the IEP, so you can look over it whenever you need to.

3 Work to accomplish the goals and objectives/benchmarks in your IEP.

4 Review your IEP throughout the year. If anything needs to be changed—for example, you've met goals in a class and want to write new goals, or you need more help with a subject—ask your special education teacher, your regular education teacher, or your parents to schedule another IEP meeting.

A Final Word...

You have planned for your high school education and thought about your future. It begins today. Good luck!

The *Student's Guide* is part of a set that includes this student booklet; a technical assistance guide for parents, teachers, and others; and an audiotape. NICHCY also disseminates other materials and can respond to individual requests for information. For further information or assistance, or to receive a NICHCY *Publications Catalog*, contact NICHCY, P.O. Box 1492, Washington, DC 20013. Telephone: 1-800-695-0285 (Voice/TTY) and (202) 884-8200 (Voice/TTY). You can e-mail us (nichcy@aed.org) or visit our Web site (www.nichcy.org), where you will find all of our publications.

Project Director
Assistant Director
Editor
Producer, Audio Program
Author, Student Booklet

Suzanne Ripley
Donna Waghorn
Lisa Küpper
Alyne Ellis
Marcy McGahee-Kovac

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National Information Center
for Children and Youth with
Disabilities



P.O. Box 1492
Washington, DC 20013
(800) 695-0285 (V/TTY)
(202) 884-8200 (V/TTY)
E-mail: nichcy@aed.org
Web: www.nichcy.org



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Unit 4: Understanding My Rights & Responsibilities

Lesson Overviews

Unit Purpose: The purpose of Unit 4 is to provide students with crucial information regarding their legal rights and responsibilities during high school to postsecondary school transition. Students receive basic information about the Individuals with Disabilities Education Act (IDEA), Section 504, and the Americans with Disabilities Act (ADA). Major emphasis is placed on student responsibilities, accommodations, and modifications.

Lesson 1: Learning About My Rights & Responsibilities in High School

Objectives

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify personal accommodations and modifications

Materials

1. Notebook paper
2. Transfer of Parental Rights at Age of Majority (extension activity)

Activities and Procedures: Lesson 1 begins with a critical thinking activity and review of individual KWL charts. The class briefly reviews IDEA and then moves to a detailed discussion about rights and responsibilities. Next, students participate in a discussion about four major components of IDEA (Child Find, Free Appropriate Public Education, and Accommodations and Modifications). Each student creates figure 4.1 using notebook paper to list his/her personal rights and responsibilities regarding accommodations.

Student Evaluation:

1. Participation in class discussion
2. Completed Accommodations and Modifications list (Figure 4.1)
3. Rights and Responsibilities Statement (extension activity)
4. Additions to student KWL chart as necessary

Extension Activity: Review the “Transfer of Parental Rights at Age of Majority” section of the Policies and Procedures for Special Education in Oklahoma (2007). Have students work in small groups or pairs to create a their personal written statements explaining their rights and responsibilities at age of majority.

Lesson 2: Learning About My Rights & Responsibilities After High School

Objectives

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify student rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding student rights and responsibilities

Materials

1. Student ME! Book
2. Worksheet 4-2: Modifying My Modifications

Activities and Procedures: Students review the four major components of IDEA and review individual KWL charts. Once students have had the opportunity to discuss KWL entries, the class moves on to a discussion about ADA and Section 504, emphasizing differences between accommodations and modifications in high school versus postsecondary school. Next, students work in groups to complete worksheet 4-2: Modifying My Modifications to further develop their ideas and thoughts. Once completed, each group presents and discusses the information they included on worksheet 4-2. The lesson closes with a review of KWL charts and encouraging students to think about postsecondary living, working, and educational goals. Students will need to identify these areas in writing during the next lesson.

Student Evaluation:

1. Completion of worksheet 4-2: Modifying My Modifications
2. Verbal participation during class discussion
3. Add to student KWL chart as necessary

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 3: Where Do I Go From Here?

Objectives

Students will:

1. identify legal facts that affect special education programs
2. identify their rights and responsibilities in a high school setting
3. identify their rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding their rights and responsibilities

Materials

1. Worksheet 4-3: Where do I go from here?
2. Colored pencils, makers, etc for student illustrations

Activities and Procedures: Lesson 3 begins with a brief review of main points from Lesson 2 and making entries on KWL charts as needed. The main activity is the completion of worksheet 4-3: Where do I go from here? planning guide that requires students to develop a plan for where they want to work, live, and go to school after high school. Once the worksheet is completed, each student creates a picture, poster, or comic strip illustrating the information they included on worksheet 4-3. The final activity of this lesson requires students to revisit the critical thinking scenario originally presented at the beginning of Unit 4. The purpose for revisiting the scenario is to determine if students identify additional problems and solutions after learning the information presented in this unit. Lastly, each student completes Unit 4 Knowledge Quiz.

Student Evaluation:

1. Completion of worksheet 4-3: Where do I go from here? Planning guide.
2. Illustration
3. Presentation of illustration
4. Participation during class discussion

Extension Activity: Lesson 3 extension activity familiarizes students with the handout, *Making the Transition from High School to College for Students with Disabilities* (NCLD, 2008). This handout and the NCLD website are both valuable resources for students with disabilities. The time required to complete this activity depends on the extent to which you choose to discuss the handout. The first of four pages in the handout includes a chart comparing important legal differences between colleges and high schools regarding disability services. Page 1 is an important review of information students have learned in the ME! Lessons thus far. It is highly recommended that you either cover the other three pages during this extension activity or include them as part of discussions and/or activities in the remaining units.

Unit 4: Understanding My Rights & Responsibilities

COMMON CORE STANDARDS

- High School Language Arts (Grades 9, 10, 11, & 12) -

Writing

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.9-10.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.9-10.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.9-10.2](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. [CCSS.ELA-Literacy.W.9-10.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. [CCSS.ELA-Literacy.W.9-10.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- e. [CCSS.ELA-Literacy.W.9-10.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.
- c. [CCSS.ELA-Literacy.L.9-10.2c](#) Spell correctly.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.3](#) *Evaluate* a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Lesson 1 – *Learning About My Rights & Responsibilities in High School*

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Lesson 1
Learning About My Rights & Responsibilities in High School

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify personal accommodations and modifications

MATERIALS

1. Notebook paper
2. Transfer of Parental Rights at Age of Majority (extension activity)
3. **Worksheet 4-1: Rights and Responsibilities**
4. **Worksheet 4-1: IDEA**
5. **Power Point Presentation**

LESSON OPENING

Critical thinking: Read the following scenario to students. Have them identify the key issues/problems and solutions.

You have just started your first semester at the University of Oklahoma and are very excited about all of the fun things that go along with being a college student. Three weeks into the first semester, you fail your History exam and do poorly on your Algebra test. You are concerned about your GPA and you know you need some accommodations on your exams. You are confused because there are no special education teachers at college and none of your professors are asking you if you need help. What do you do?

- Provide students time and opportunity to respond to the story.
- Record the solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of Unit 4.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson 1 – Learning About My Rights & Responsibilities in High School

- Instruct students to think about this scenario as they work through Unit 4. Inform them that at the end of the unit the class will discuss this situation again to see if anyone has come up with new problems and/or solutions.
 - *Please take out your KWL charts.*
 - *Today you are going to start learning about your rights and responsibilities as a student.*
 - *Before we start, is there anything listed on your KWL that you have not gotten an answer to yet?*
 - *Now, lets take a minute to write some entries on what you know about rights and responsibilities.*
- Provide students time and opportunity to discuss what they know about rights and responsibilities.
 - *Now, take a minute to write some entries on your KWL charts.*
- Provide students time to make entries on their KWL charts.
 - *Let's move on to our lesson about rights and responsibilities.*

Discussion point(s): Introduce and discuss the Individuals with Disabilities Education Act (IDEA).

- Write “IDEA” on the board. Ask students what they think “IDEA” means.
- Provide students an opportunity to share their thoughts and ideas.
 - *In unit 2, when we were learning about Special Education, we briefly talked about the Individuals with Disabilities Education Act (IDEA). It is a law created to help protect the educational rights of students with disabilities.*
- Ask students the following two questions and provide them time to brainstorm and share possible answers.
 - Is the IDEA important to you? Explain why or why not.
 - Does having a law that protects you mean that you can do anything you want? Explain why or why not.
 - *Today we are going to learn about the IDEA and some of the ways it might affect you while you are in high school.*

- *There are two important terms you need to understand when we discuss laws that protect us. Those two terms are “rights” and “responsibilities”.*

PROCEDURE

1. Introduce, define and discuss the terms “rights” and “responsibilities”.

- Write the words “rights” and “responsibilities” on the board.
- Ask students to define each of the terms. Provide students an opportunity to share their thoughts and ideas aloud.

Definitions:

Rights: Something that is due to a person by law. Examples include getting an education, voting (if you are 18 or older), not being discriminated against, and owning property.

Responsibilities: Your responsibilities are things you are accountable for. Taking responsibility means making and acting on decisions and being reliable. Examples include paying your bills, getting to your job on time, turning in your school work, and doing things you tell others you will do.

- Have students brainstorm specific behaviors or actions of people who are responsible. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

People who are responsible:

- acknowledge that they make choices about their life
- accept that they are solely responsible for the choices they make
- choose the direction of their life
- do not blame others for their poor choices and/or mistakes

- Have students brainstorm specific behaviors or actions of people who are NOT responsible. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

People who are not responsible:

- rely on others to make choices for them
- get upset when the choices made for them are not what they wanted
- blame others for their mistakes
- do not learn how to make better decisions

- Have students brainstorm reasons people use for not taking responsibility for their actions. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

Some common excuses for not taking responsibility for ones actions:

- that's just how I am
- I don't want to be responsible
- it's too hard
- I don't know how
- it doesn't matter
- who cares?
- it's my parents' (teacher, friends, brother, sister, etc) fault
- life is just unfair

- Have students brainstorm reasons for being or becoming a responsible person. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

Reasons for taking responsibility for yourself:

- I am important and what I think matters
- I want to learn to make better choices and the only way to do that is to practice
- I want to be taken seriously by others
- I want to be successful
- I want to be happy

- Have students brainstorm a list of their responsibilities.
 - *Think about some of the responsibilities you have in your life. Lets make a list of the responsibilities you have in your life right now.*
- Encourage students to write their answer(s) on the board.

Examples:

- walk, feed, and water my dog (pet)
- turn my work in for class
- finish my homework on time
- arrive to my job on time
- take care of my school books
- put gas in my car
- plan for my future

- *What are some consequences you might face if you choose not to take care of the responsibilities listed on the board?*
- Have each student describe at least one consequence of failing to take care of the responsibility they listed.

Examples:

- dog gets hungry, hyper, and makes a mess in the house
- earn poor grades in school
- lose my job
- have to use my money to pay for school books
- run out of gas while I am driving
- have a difficult time being successful

2. Class discussion point: Introduce, define and discuss the Individuals with Disabilities Education Act (IDEA).

- *Now we are going to talk more about the Individuals with Disabilities Education Act (IDEA). This law exists to help protect the educational rights of students with disabilities.*
- *The IDEA is the law that outlines the rights of students in special education. It describes how schools must provide special education to students during elementary, middle, and high school. There are many things discussed and described in the law; we are not going to cover all of the information. However, there are four things in the IDEA that are especially important for you to understand while you are in high school. Those things include FAPE, Child Find, accommodations, and modifications.*
- Ask students if they have heard the term Child Find before today.
- Ask students what they think Child Find means.
- Provide students an opportunity to share their thoughts and ideas aloud.
 - *Child Find is the part of IDEA that states that school districts are responsible for identifying students with disabilities. If the school believes that a student has a disability, they test the student. If the student is found to have a disability the school must provide special education.*

Note to teacher: Important point about Child Find

Child find:

- You did not have to tell anyone about your disability
- The school was responsible for testing you to see if you have a disability
- The school was responsible for providing you services for your disability
- Ask students if they have heard the acronym FAPE before today.
- Ask students what they think FAPE means.
- Provide students an opportunity to share their thoughts and ideas aloud

- *The acronym FAPE stands for Free Appropriate Public Education. It means that schools must provide students with disabilities an education. Sometimes special education services can be very expensive, but because of FAPE, schools cannot make families pay for special education.*

Note to teacher: Important points about FAPE

FAPE:

- You did not have to pay for the test to find out if you have a disability
 - You do not have to pay for special education services
- Ask students to describe accommodations.
 - Provide students an opportunity to share their thoughts and ideas aloud.
 - *Accommodations are changes made to the environment or assignments that change how students access information and how a student shows what he/she has learned. For example, a student might get more time to finish a test or project. A student might need their test read aloud or might need help taking notes in class.*

Note to teacher: Important points about accommodations

Accommodations:

- You have the right to accommodations on your schoolwork during high school and in postsecondary school.
- Ask students to describe modifications.
 - Provide students an opportunity to share their thoughts and ideas aloud.
 - *Modifications are changes to the work students must complete. For example, answering one essay question on the test when there are three or watching a video while other students are required to read a book.*

Note to teacher: Important point about modifications

Modifications:

- You have the right to modifications on your schoolwork during high school, but not in postsecondary school.

- Ask students to give examples of how FAPE, Child Find, accommodations, and modifications affect them at school.

3. **Discussion point(s):** Have students create a list of their accommodations and modifications and describe their rights and responsibilities.

- Read the following instructions while you draw an example on the board.
 - *Everyone take out a sheet of paper and fold it down the middle so you have two equal sides. Draw a line down the middle of the page and label the two columns like I am doing.*

Figure 4.1

<u>My Rights to:</u>	<u>My Responsibility to receive:</u>
Accommodations: <i>1. To have extra time on my test in Math</i>	Accommodations: <i>1. Talk to my teacher before the test to decide when I will come in for the extra time I need</i>
Modifications: <i>1. Write 5 pages for my World History report instead of the 7 assigned</i>	Modifications: <i>1. Talk to my History teacher to explain why the modification is important and come to an agreement about how many pages I will write</i>

- *Think about the accommodations and modifications we learned about when we talked about your IEPs in Unit 3. You still have your IEPs in your Me! Book. Go back and look at them if you are having a difficult time remembering your accommodations and modifications.*
- *I need you to write one or two accommodations in this space. Point to the space for accommodations in the “My Rights to” column.*
- *I need you to write one or two modifications in this space. Point to the space for modifications in the “My Rights to” column.*

- Provide students time to write their information in the two boxes. Move around the room to check student answers and assist students having a difficult time providing an answer.
- Provide students an opportunity to share their answers.
 - *Now you have identified at least one modification and one accommodation listed on your IEP. Next, you need to identify your responsibilities.*
- Encourage students to discuss possible answers with each other. Share the examples from figure 4.1. Provide students time to write their information in the two boxes. Move around the room to check student answers and assist students having a difficult time thinking of answers.
- Provide students an opportunity to share their answers aloud.

Extension Activity: Have students work in small groups to create a written statement describing their educational rights and responsibilities. Distribute a copy of the “Transfer of Parental Rights at Age of Majority” from “Notice of Procedural Safeguards” (see below) for students to consider as they create their written statements. Provide students time and opportunity to read their statements aloud and discuss questions regarding the “Transfer of Parental Rights at Age of Majority” statements and their personal statements.

***TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY**

When a young adult with a disability reaches the age of majority (18 years of age) or when a minor is married, under State law (except for a young adult with a disability who has been determined to be incompetent under State law):

- The school district must provide any notice required by the law to both the young adult and the parents.
- All other rights afforded to parents under the IDEA Part B transfer to the young adult.
- The school district must notify the individual and the parent(s) of transfer of rights at least one year before the transfer in your student’s IEP.
- All rights afforded to parent(s) under this law transfer to young adults who are incarcerated in an adult or juvenile federal, state, or local correctional institution.

If, under State law, a young adult with a disability who has reached the age of majority has not been determined to be incompetent, but who is determined not to have the ability to provide informed consent with respect to his or her educational program, the State must establish procedures for appointing the parent(s) of the young adult, or if the parent(s) are not available, another appropriate individual, to represent the educational interests of the young adult throughout the period of eligibility of the young adult under this part.

* Taken from the Policies and Procedures for Special Education in Oklahoma (2007).

LESSON CLOSURE

- Ask students to answer the following questions aloud.
 - *What is the IDEA?*
 - *Is the IDEA important to you? Explain why or why not.*
 - *Does having a law that protects you mean that you can do anything you want? Explain why or why not.*
 - *Does anyone have any questions about what we covered today?*
 - *Take out your student KWL chart and add your thoughts and questions to your chart.*

STUDENT EVALUATION

1. Participation in class discussion
2. Completed Accommodations and Modifications list (Figure 4.1)
3. Rights and Responsibilities Statement (extension activity)
4. Additions to student KWL chart as necessary

Lesson 2

Learning About My Rights & Responsibilities After High School

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify student rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding student rights and responsibilities

MATERIALS

1. Student Me! Book
2. Worksheet 4-2: Modifying My Modifications
3. **Worksheet 4-2: ADA and Section 504**
4. **Power Point Presentation**

LESSON OPENING

- Ask students to explain the IDEA.
 - *The IDEA is the law that outlines the rights of high school students in special education. It describes how schools must provide special education to students with disabilities.*
 - *What are the four things from the IDEA that are especially important for you to understand while you are in high school?*

FAPE

Child Find

Accommodations

Modifications

- Have students take out their student KWL chart. Provide students time and opportunity to ask questions and discuss what they added to their KWL chart during the last class.

PROCEDURE

1. Introduce, define and discuss the Americans with Disabilities Act (ADA) and Section 504.

- *Today we are going to focus on two laws that affect students with disabilities after they graduate from high school. Those two laws are Section 504 and The Americans with Disabilities Act (ADA).*
- *Section 504 is an anti-discrimination law. That means that schools cannot discriminate against students for having a disability. Schools must provide students with disabilities access to education. Access can mean things such as ramps by the doors so a student using a wheelchair can get into the building or it can mean access to assignments. For example, a student who has a visual impairment might need a textbook with enlarged print. Some students might need more time to complete a test than their classmates.*
- *Like Section 504, ADA is a civil rights law that protects people with disabilities by requiring places to be accessible to people with disabilities. ADA is different than Section 504 because it applies to more places, such as transportation (public buses), telecommunication, as well as schools.*
- *Both Section 504 and ADA are anti-discrimination laws that focus on access.*
- *What is something we talked about last time that deals with access? Accommodations*

Discussion point(s): Ask the class the following questions. Provide time and opportunity for students to discuss possible answers and ask questions for clarification.

- *What is the difference between an accommodation and a modification?*
- *Do you have the right to accommodations and modifications? Explain why or why not.*
- *Do college students with disabilities have the right to accommodations and modifications?*

Discussion point(s): *The two laws that protect students with disabilities at colleges are Section 504 and ADA. Both of these laws require schools to make accommodations and modifications. However, the modifications are not the same as the modifications you get in school now.*

- *Look at your list of accommodations and modifications from our last class. Someone share one of their modifications with us.*

Examples:

- For Mrs. Smith’s Biology class I have three choices on my multiple choice questions instead of four like the other students.

Lesson 2 – *Learning About My Rights & Responsibilities After High School*

- In Mr. Cooper’s Social Studies class my report had to be 5 pages instead of 7.
- In Mrs. Brook’s Algebra class I complete no more than 15 problems for homework no matter how many are assigned to the class.
- *Do college students have a legal right to these types of modifications? NO*
- *What can you do to prepare for not having modifications on your schoolwork?*
- Provide students time and opportunity for discussion.

Handout: Distribute worksheet 4-2: Modifying My Modifications and have students divide into small groups

- *Today you are going to work in small groups to come up with ideas to prepare yourself for when you no longer have the right to the modifications you have now.*

In your groups you need to:

- a. create a list of 2 to 5 modifications the people in your group use or have used in school.
 - b. identify something you or the people in your group can start doing now to be successful without each of the modifications your group identified.
 - c. identify the person or people you or your group members could talk to about changing these modifications.
 - d. choose one of the modifications your group listed.
 - e. identify the person or people you or your group members will could talk to about changing this modification.
 - f. write a short paragraph describing how you would explain to this person that you no longer want to use the modification(s).
- Have groups share their responses to items d, e, and f with the class.

Discussion point(s): Differences in high schools and colleges

- *Someone tell me who is responsible for finding out if a student has a disability in elementary, middle, or high school.*
 - According to Child Find the school is responsible for testing to see if a student has a disability.
- *Do high school students have to tell their teachers they have a disability in order to get accommodations?*

Lesson 2 – Learning About My Rights & Responsibilities After High School

- No, students do not have to tell anyone about their disability.
- *This is very different in colleges and universities. Once you enter college, you are responsible for telling certain people about your disability if you want accommodations. You are also the one responsible for requesting accommodations in your classes.*
- *Who are some people in college you would need to tell about your disability?*
 - Instructors/professors
 - Disability Resource Center
- *What information do you need to know to be able to tell others about your disability?*
 - Name of your disability
 - How your disability affects your learning
 - The accommodations you need for school
- *Will you need proof/documentation that you have a disability?*
 - Yes, when you go to college you will need the results of your testing to show you have a disability.
- *What happens if you do not have documentation?*
 - If you do not have your test results, you will have to get tested before the school will provide accommodations. Colleges and universities are not responsible for paying for your testing.
- *What are some things you can do while you are in high school to make sure you have the documentation you need in college?*
 - Know what is on my IEP
 - Get a copy of my most recent testing

Note to teacher: Have students create a section in their Me! Book to include a copy of their most recent testing.

LESSON CLOSURE

- *Today we learned about Section 504 and ADA. We discussed the differences in the modifications you get in school now and the modifications you have a right to in college.*
- *What information do you need to tell educators about your disability when you self-advocate for accommodations at school?*
 - Name of your disability
 - How your disability affects your learning

Lesson 2 – *Learning About My Rights & Responsibilities After High School*

- The accommodations you need for school
 - A copy of your testing to prove you have a disability (postsecondary settings)
-
- Provide students time and opportunity to ask questions and add to their KWL chart as needed.
 - Provide students an opportunity to share the information on their KWL chart with the class.
 - *Next time we are going to talk about planning and preparing for your future and the importance of understanding your rights and responsibilities for your future.*
 - *Between now and then I need each of you to think about what you want to do after high school.*
 - *Where do you want to live?*
 - *Where do you want to work?*
 - *Where do you want to go to school?*

STUDENT EVALUATION

1. Completion of worksheet 4-2: Modifying My Modifications
2. Verbal participation during class discussion
3. Add to student KWL chart as necessary

Lesson 3

Where Do I Go From Here?

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify legal facts that affect special education programs
2. identify their rights and responsibilities in a high school setting
3. identify their rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding their rights and responsibilities

MATERIALS

1. Worksheet 4-3: Where do I go from here?
2. Colored pencils, makers, etc for student illustrations

LESSON OPENING

- *During our last class we learned about Section 504 and ADA. We discussed the differences in the modifications you get in school now and the modifications you have a right to in college.*
- *Someone tell me how modifications are different in college than in high school.*
- *What information do you need to tell people about your disability?*
 - Name of your disability
 - How your disability affects your learning
 - The accommodations you need for school
 - A copy of your testing to prove you have a disability
- *Today we are going to talk about how you might use this information in your life after high school.*
- *First, let's take a minute to review and add to our KWL chart. Let's look at what we wrote on the chart during the last class and then we can add things for today's topic.*
- Provide students time to discuss and write entries.

PROCEDURE

1. Complete worksheet 4-3:Where do I go from here? Planning guide

Handout: Distribute worksheet 4-3: Where do I go from here? Planning guide.

- *At the end of our last lesson I asked each of you to think about three things. Someone tell me what those three things are.*
 - Where do you want to live?
 - Where do you want to work?
 - Where do you want to go to school?
 - *Today we are going talk about these three things and then each of you will create an illustration of your future. Before you create your illustrations, you need to plan what you want to include. To help you plan, you each need to fill in this planning guide.*
- Provide students time and opportunity to complete worksheet 4-3.
2. Have students create a picture, poster, or comic strip illustrating their life two years after they finish high school.

The illustration must include at least two of the three experiences included on worksheet 4-3.

- Education
 - Work/career
 - Living arrangements
- Provide students time to complete their illustration and present to the class.

Extension Activity: Use *Making the Transition from High School to College for Students with Disabilities: Transition Checklist* (NCLD, 2008) to review the differences in student rights and responsibilities at high school and college. Have students include this handout in their ME! Book as a resource. This handout is included with the unit materials and is also available for downloaded at <http://www.ncl.org/publications-a-more/checklists-worksheets-a-forms> . You may find many of the resources available at the NCLD website helpful to you and your students.

LESSON CLOSURE

Critical thinking: Reread the following scenario to students. Have them discuss the solutions they identified at the beginning of this unit. Provide students time to brainstorm additional solutions they may have thought of after learning the information from Unit 4.

You have just started your first semester and the University of Oklahoma and are very excited about all of the fun things that go along with being a college student. Three weeks into the first semester, you fail your History exam and do poorly on your Algebra test. You are concerned about your GPA and you know you need some accommodations on your exams. You are confused because there are no special education teachers at college and none of your professors are asking you if you need help. What do you do?

- Discuss questions from student KWL charts that were not answered during this Unit.
- Provide students time and opportunity to add to their KWL chart as needed.
- Have students place their illustration in their ME! Book.

Handout: Distribute Unit 4 Knowledge Quiz for completion by each student.

STUDENT EVALUATION

1. Completion of worksheet 4-3: Where do I go from here? Planning guide.
2. Illustration
3. Presentation of illustration
4. Participation during class discussion
5. Unit 4 Knowledge Quiz

Accommodations

Changes to **HOW** a student completes his/her work

<input type="checkbox"/>	Assistive devices
<input type="checkbox"/>	Braille/braillewriter
<input type="checkbox"/>	CD/Audio Tapes
<input type="checkbox"/>	Computer/word processor
<input type="checkbox"/>	Computerized adaptive
<input type="checkbox"/>	Demonstration teaching
<input type="checkbox"/>	Dictation to a scribe
<input type="checkbox"/>	Extended time
<input type="checkbox"/>	Graphic organizers
<input type="checkbox"/>	Hard Copy of Notes
<input type="checkbox"/>	Interpreter/translator
<input type="checkbox"/>	Large print
<input type="checkbox"/>	Magnification devices
<input type="checkbox"/>	Multiple test sessions
<input type="checkbox"/>	One test item per page
<input type="checkbox"/>	Other
<input type="checkbox"/>	Preferential seating
<input type="checkbox"/>	Read aloud
<input type="checkbox"/>	Read aloud to self
<input type="checkbox"/>	Student marks in book
<input type="checkbox"/>	Study Guides
<input type="checkbox"/>	Tech. assist./in-service
<input type="checkbox"/>	Testing in separate room
<input type="checkbox"/>	Video cassette

Modifications

Changes to **WHAT** a student is asked to do

	Partial Completion of Assignments
	Curriculum Expectations below grade level
	Alternate curriculum goals
	Alternate assessment
	Grading
	Modified Assignments
	Portfolio

Rights and Responsibilities

I
D
E
A

Rights-

Examples-

Responsibilities-

Examples-

Child Find-

F-
A-
P-
E-

**Modifying My Modifications
Group Task**

Group members: _____

a. Create a list of at least 2-5 modifications the people in your group use in school.

1. _____
2. _____
3. _____
4. _____
5. _____

b. Identify something you can start doing now to help you be successful without each of the modifications listed above.

1. _____
2. _____
3. _____
4. _____
5. _____

c. Identify the person or people you could to talk to about changing these modifications.

1. _____
2. _____
3. _____
4. _____
5. _____

d. Choose one of the modifications your group listed and write it in on the line below.

1. _____

e. Identify the person or people you could talk to about changing this modification.

1. _____

- f. Write a short paragraph describing how you will explain to this person that you no longer want to use the modification(s)

ADA and Section 504

Section 504-

ADA –

Group Work

Accommodation-

Example-

Modification-

Example-

Questions

1.

2.

Where do I go from here?

a planning guide for my future

	Where I am now	Where I want to be 2 years after high school	People who can help me get here	My Responsibilities for making this happen	My Rights for accommodations
Education					
Work/Career					
Living arrangements					
Things about my future I am concerned about:					
Things about my future I feel good about:					

Unit 4: Understanding My Rights & Responsibilities
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. IDEA _____

2. Child Find _____

3. Rights _____

4. Responsibilities _____

Circle the correct answer.

5. High school students have a legal right to modifications **True False**
6. Postsecondary students have a legal right to modifications **True False**
7. During kindergarten through the 12th grade, it is the schools responsibility to find out if a student has a disability. **True False**
8. Colleges are responsible for finding out if a student has a disability. **True False**
9. Section 504 and the ADA are both anti-discrimination laws that focus on access for individuals with disabilities. **True False**

Provide a short answer for the following questions.

10. What does the acronym FAPE stand for?
F _____
A _____
P _____
E _____

I	Individuals (with)
D	Disabilities
E	Education
A	Act
Rights	Something that is due a person by law
Responsibilities	Things you are held accountable for
Child Find	Schools are responsible for identifying students with disabilities
F	Free
A	Appropriate
P	Public
E	Education

Unit 4: Understanding My Rights & Responsibilities
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. IDEA *The Individuals with Disabilities Education Act is a federal law that requires schools to provide special education to students with disabilities.*_____
2. Child Find *Child Find is the part of IDEA that states that school districts are responsible for identifying students with disabilities.*_____
3. Rights *Something that is due to a person by law. Examples include getting an education, voting, not being discriminated against, and owning property.*_____
4. Responsibilities *Responsibilities are things a person is accountable for. Taking responsibility means making and acting on decisions and being reliable.*_____

Circle the correct answer.

5. High school students have a legal right to modifications **True** **False**
6. Postsecondary students have a legal right to modifications **True** **False**
7. During kindergarten through the 12th grade, it is the schools responsibility to find out if a student has a disability. **True** **False**
8. Colleges are responsible for finding out if a student has a disability. **True** **False**
9. Section 504 and the ADA are both anti-discrimination laws that focus on access for individuals with disabilities. **True** **False**

Provide a short answer for the following questions.

10. What does the acronym FAPE stand for?

F Free

A Appropriate

P Public

E Education

Making the Transition from High School to College for Students with Disabilities:

Developed for NCLD by Colleen Lewis, Director
Office of Disability Services, Columbia University

Transition Checklist

High School	College
<p>Special Education Model</p> <ul style="list-style-type: none"> School personnel “find you” and decide what eligibility for services and supports 	<p>Accommodations Model</p> <ul style="list-style-type: none"> You must request help; no one will come to find you.
<p>Where you receive services</p> <ul style="list-style-type: none"> Special Education classroom, Resource Room, related service provider room (e.g. speech) 	<p>Where you receive services</p> <ul style="list-style-type: none"> Differs from one every to another (“Office of Disability Support Services,” “Disabled Student Services,” “Special Services”,...)
<p>Documentation</p> <ul style="list-style-type: none"> Coordinated by school psychologist or CSE appointed staff person School develops IEP from documentation and test results Paid for by school 	<p>Documentation</p> <ul style="list-style-type: none"> You must provide “proof” of your disability (e.g. HS records, independent reports e.g. medical, mental health, educational) Colleges can set their own guidelines for documentation (e.g. no more than 3 years old, adult assessment measures,...) High schools are not required to do a comprehensive evaluation before graduation After HS, you re responsible for paying for new evaluations
<p>Special Education Law</p> <ul style="list-style-type: none"> The Individuals with Disabilities Education Act (IDEA) provides the mandate and funding to schools for in-school special education services as well as transportation/ buses to school, physical, occupational, speech therapy, and tutoring 	<p>Civil Rights Law</p> <ul style="list-style-type: none"> American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Colleges are required only to offer accommodations & support services; not services of a personal nature. Tutoring is not required under ADA. Some colleges offer tutoring through disability services and some colleges have tutoring centers for all students. Foreign Language waivers & other course substitutions are not automatic

INFORMATION FOR STUDENTS

While still in high school you need to:

1. Find out about your disability:

- Talk to your parents, high school special education teacher, or guidance counselor to learn about your specific disabilities
 - Understand the academic impact of your disability
 - Understand your areas of strength and weakness
 - Understand how your disability might affect future employment and/or career choices
 - Make sure that you have current documentation (request updated testing or a re-evaluation before you leave HS)
 - Read your disability documentation and understand what it says.

2. Actively participate in all transition related meetings (i.e. IEP, 504, IPE)

- Participate in self-advocacy training
- Learn to express your current and future needs, concerns, interests, and preferences
- Know what your rights & responsibilities are and what the grievance procedures are at your selected colleges

3. Develop a personal information file with disability related information:

- Disability documentation
 - Current high school records (e.g. grade transcript, standardized achievement testing scores)
 - Medical records (if relevant to educational progress)
 - Copy of current IEP or 504 plan
 - College Entrance Exam results/ info (SAT, ACT)
 - Psychological and educational evaluation records

4. Select and Plan College Choices

- Select the colleges you'd consider attending (important tip: do NOT choose schools by the amount of services that offer; make your initial selections based on whether the school offers the programs of study that most interest you)
- Visit each campus (make sure to meet the person(s) in charge of the Office of Disability Services)
- Do your homework! Consider:
 - What services/programs each prospective college provides through their disability support office or other office that handles disability accommodations
 - How often are services available? Are the service providers on campus and available on an as-needed basis?
 - Are there restrictions (e.g. times per week) or additional costs for using these services?

5. Apply—Good luck!

KNOWING YOUR OPTIONS

All colleges are required by law to provide accommodations to students with documented disabilities. Some colleges offer specialized programs that are highly structured and include a wide range of academic and behavioral supports. Other colleges offer support services that are less intensive and that require students to 'take the lead' in monitoring their progress and managing their special needs on campus.

Programs vs. Support Services

- **Programs** are specifically designed for students with disabilities and provide more in-depth services and accommodations. Not all colleges have these types of programs. When offered, the most common types are designed for students with learning disabilities and/or ADHD. These programs usually have costs in addition to tuition. These programs often provide one-on-one tutoring and sessions with a learning disability specialist.
- **Support Services** are the resources available at no cost for students with disabilities. Support services include reasonable accommodations, such as extended time for assignment and testing, note-takers, the use of a calculator, and preferential seating in classrooms.

CONGRATULATIONS! **YOU'VE BEEN ACCEPTED TO A COLLEGE!** **NOW WHAT?**

- 1. Register with the college's disability services office or program. Remember you need to:**
 - ❑ Contact that campus office—they will not find you.
 - ❑ Provide disability documentation that is current & meets college guidelines.
 - ❑ Request that accommodations you will need (note-takers, assistive listening devices, testing modifications, textbooks on tape, etc.).
 - ❑ Request those accommodations **before** scheduled placement tests or you will not receive accommodations for those tests.
- 2. Arrange other supports not provided by the school.**
 - ❑ Do you need things like counseling, medication management, or other supports? Who will provide them for you & how will they affect your schedule?
 - ❑ Develop back up plans for these supports.

SELF-ADVOCACY

What is Self-Advocacy?

- Self-advocacy means speaking or acting for yourself
- It means deciding what is best for you and taking charge of getting it.
- It means standing up for your rights as a person.
- It teaches others about our rights and responsibilities.

Why is it important?

- It helps us to develop assertiveness skills & good communication skills.
- It teaches us to make decisions and choices that affect our lives so that we can be more independent.
- It helps us to develop confidence about our abilities.

When will I use it (at college)?

- When you need additional accommodations.
- When you don't have access to some activity on the campus and you need to have that barrier removed.
- When you are having disability-related difficulty in a class and need some extra assistance.

How can I practice being a self-advocate?

- Understand what your disability is and how it affects you
- Understand your rights and responsibilities under the Section 504 of the Rehab Act and the ADA
- Use this information to achieve your goals and advocate for yourself

Unit 5: Improving My Communication Skills

Lesson Overviews

Unit Purpose: The purpose of Unit 5 is to improve student communication skills by providing them important strategies, skills, and opportunities for practice and evaluation.

Lesson 1: Learning How to Communicate Effectively

Objectives

Students will:

1. identify appropriate situations when they should approach others to present information about their disability and their needs
2. distinguish between appropriate and inappropriate non-verbal communication (body language) including personal space, eye contact, posture, etc
3. demonstrate appropriate verbal communication skills including tone, volume, and vocabulary

Materials

1. Worksheet 5-1: Presentation Response Form
2. Video clips to analyze
3. Video Camera (extension activity)

Activities and Procedures: Unit 5, Lesson 1 opens with a critical thinking scenario and discussion of KWL chart entries. The main focus of this lesson is a presentation and discussion of poor versus good communication skills. Students learn the SHARE strategy for using appropriate communications skills and develop brief role plays to demonstrate their communication skills. Students complete worksheet 5-1: Presentation Response Form to provide feedback to their peers regarding their role play performance.

Student Evaluation:

1. Completion of worksheet 5-1: Presentation Response Form
2. Presentation of role play
3. Verbal participation during class discussion
4. Add to student KWL chart as necessary

Extension Activity: Use a video camera to record student role plays. Each student should view and evaluate their recorded performance to identify ways to improve their communication skills.

Lesson 2: Knowing What to Share and Who to Share it With

Objectives

Students will:

1. identify the appropriate people to share information with (teachers, peers, counselors) in varied school settings
2. identify the appropriate information that should be shared with different people in varied school settings
3. complete a graphic organizer highlighting the identified important information
4. identify the type of assistance they might need for a variety of situations and educational settings

Materials

1. Worksheet 5-2: My Disability Information Form

Activities and Procedures: Students review and add to KWL charts then identify key people they might need to communicate with regarding their disability. Next, the class discusses the jobs and responsibilities of the people they identified. Students then complete worksheet 5-2: My Disability Information Form to use as a guide for communicating about their disability. Once completed, students present to the class using worksheet 5-2 as a guide. To close the lesson, students revisit the critical thinking scenario and their KWL charts. Once students have had an opportunity to ask clarifying questions about this unit, they complete the Unit 5 Knowledge Quiz.

Student Evaluation:

1. Student KWL chart
2. Contribution to group discussion
3. Completion of worksheet 5-2: My Disability Information Form
4. Student presentation
5. Completion of worksheet 5-1: Presentation Response Form for each student presentation

Extension Activity: Lesson does not include an extension activity.

Unit 5: Improving My Communication Skills

COMMON CORE STANDARDS

High School English Language Arts (Grades 9, 10, 11, & 12)

Speaking and Listening

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.11-12.1b](#) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. [CCSS.ELA-Literacy.SL.11-12.1d](#) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading: Literature

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Lesson 1

Learning How to Communicate Effectively

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify appropriate situations when they should approach others to present information about their disability and their needs
2. distinguish between appropriate and inappropriate non-verbal communication (body language) including personal space, eye contact, posture, etc.
3. demonstrate appropriate verbal communication skills including tone, volume, and vocabulary

MATERIALS

1. Worksheet 5-1
2. Video clips to analyze
3. Video Camera (extension activity)

LESSON OPENING

Critical thinking: Read the following scenario to students. Have students identify key issues/problems and solutions.

Chris has been called to the office due to his recent tardies and absences in 3rd period. He knows he is in trouble and will likely be assigned Saturday school or trash duty during lunch as punishment. He is angry because he feels his reasons for the tardies and absences are valid. However, Chris has an angry tone of voice and is slouched down in his chair with his arms crossed while he is telling the principal his reasons for the tardies and absences. Chris also rolls his eyes every time the principal starts talking. As a result, the principal gets irritated with Chris and assigns him three weeks of Saturday school and refuses to listen to any more of Chris's excuses.

- Provide students time and opportunity to respond to the story.
- Record the problems and solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of Unit 5.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- *During our last few sessions you have learned about your IEP, special education, and your rights and responsibilities. Knowing this information will help you advocate for yourself. A crucial part to self-advocacy is communication. Today we are going to talk about some important communication skills. Before we begin, lets talk about your KWL charts.*
 - *Lets talk about some of the things you listed on your chart during unit 4.*
- Provide time and opportunity for students to discuss and share.

PROCEDURE

1. Make a brief presentation using poor communication skills. Ask students to identify problems with your communication behaviors.

Possible examples:

- folded arms = defensive
 - hands in your pocket = lack of confidence
 - shaking or moving your feet and/or legs = nervous
 - blank stare on your face = lack of interest
 - rubbing your neck and/or head = bored
 - slouching = unprepared or lack of confidence
 - mumbled speech = unprepared or lack of confidence
- Have students brainstorm a list of good communication behaviors.

Possible examples:

- stand or sit up straight
 - make eye contact
 - speak loud and clear
- Define and discuss verbal and non-verbal communication.

- verbal communication: using written or spoken words to express your thoughts or message.
 - non-verbal communication: the use of body language to express your thoughts or message.
- Have students brainstorm examples of both verbal and non-verbal communication.

Possible examples:

- Letters
- Report
- Faxes
- Telephone
- E-mail
- Video conferencing
- Internet
- Social networking
- Face-to-face

- Present and discuss the importance of purpose, audience, and occasion in presenting information. Have students brainstorm different purposes and audiences.

Possible examples:

Audience

parents
teachers
friends
coach
boss
classmates

Purpose

ask permission to stay out late
ask for help on an assignment
convince them to go to a movie instead of the game
tell her you will have to miss the big game because of work
ask for time off during Christmas break
give oral presentation during class

- Present and discuss things that affect communication behaviors of people.

Possible examples:

- attitude of sender
- body language of the sender
- does the person understand what they are trying to communicate
- prejudice, stereotypes, and perceptions
- inappropriate target audience

Discussion point(s): Introduce the SHARE strategy to students. Encourage students to use this strategy while communicating with others.

Sit/stand up straight
Have a pleasant tone of voice
Activate your thinking
Relax
Engage in eye communication

The SHARE strategy is one of several learning strategies made available by The University of Kansas Center for Research on Learning. Visit <http://www.ku-crl.org/sim/strategies.shtml> for more information about learning strategies.

- View video clips that demonstrate appropriate and inappropriate communication, pausing and having students identify
 - the intended audience
 - the appropriate/inappropriate non-verbal behaviors
 - the appropriate/inappropriate verbal behaviors
- Discuss the outcomes of the communication
 - did the person communicate what he/she intended?
 - did the person get the outcome he/she wanted?
- Revisit your poor behaviors identified earlier and explain and distinguish verbal and non-verbal behaviors for students.
- Have students develop and act out role play for the class, demonstrating poor communication skills and good communication skills. Provide time and opportunity for discussion after each presentation. Focus on good communication skills and ways to improve poor communication skills. This can be done in small groups of students or as a whole class presentation activity. Have students complete worksheet 5-1: Presentation Response Form to provide feedback about student role plays. Give students time to ask questions about the process and to discuss their feelings about the process.

Extension Activity: Video student role play presentations and have students review the recordings and analyze their own communication skills using worksheet 5-1: Presentation Response Form.

LESSON CLOSURE

- Provide students time and opportunity to ask questions and add to their KWL chart as needed.
- Provide students time and opportunity to share the information on their KWL chart with the class.

- Have students explain SHARE.

Sit/stand up straight
Have a pleasant tone of voice
Activate your thinking
Relax
Engage in eye communication

- *Next time we are going to talk about many of the different people you might need to communicate with at school and work.*
- *Between now and then I need each of you to think about who those people might be.*

STUDENT EVALUATION

1. Completion of worksheet 5-1: Presentation Response Form
2. Presentation of role play
3. Verbal participation during class discussion
4. Add to student KWL chart as necessary

Lesson 2

Knowing What to Share and Who to Share it With

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the appropriate people to share information with (teachers, peers, counselors) in varied school settings
2. identify the appropriate information that should be shared with different people in varied school settings
3. complete a graphic organizer highlighting the identified important information
4. identify the type of assistance they might need for a variety of situations and educational settings

MATERIALS

1. Worksheet 5-2: My Disability Information Form

LESSON OPENING

Begin with student KWL charts. Review information from Unit 4 with an emphasis on the rights and how those might relate to the people students will encounter in school settings.

- *We discussed in Unit 4 your rights and responsibilities during high school and started talking about your future plans for after high school. Someone share an example of your future plans.*
- *In Unit 4 you each identified some accommodations that are in your IEP and that you have used in your classes. Someone provide me an example of an accommodation you have used in school.*
- Bring students' attention to the IEP information located in their ME! Book.
 - *Remember that the IEP is discussed in a group meeting. Who might be at the meeting that would know this information about you?*
 - *Do you think it might be beneficial for you to share this information with other people?*
- Direct students back to their KWL charts. Have students fill in what they KNOW about themselves that might be shared at meetings. Have students fill in what they WANT to know about how to share this information with other people.

- *Fill in under KNOW the things you think might be shared about you at your IEP meeting.*
- *Fill in under WANT any questions you have about talking to others about your disability.*

PROCEDURE

1. Students share the titles and names of people they are in contact with while in high school. As students brainstorm, create a list on chart paper or dry erase board for all students to see.
 - *Let's talk about the people you have listed on your chart so that I can write some of their names and jobs up here for the class. I need volunteers to share the names of people they have contact with almost daily from our school.*

Examples:

- school counselor
- principal
- assistant principal
- teachers
- career counselor
- coaches
- band director
- cheer sponsor

Note to teacher: You might want to prepare a list in advance with names and titles of people you know your students will come into contact with based on their needs and classes.

- Lead the students in discussion to identify the people they might meet in education programs or jobs after high school. Write the titles and roles of these people on a list for all students to see.
 - *Now, let's think about after high school. Who do you think you might have a lot of contact with or see a lot if you were attending college?*

Examples: professors, coaches, advisor (counselor), music director

- *What if you were going to a Tech Center program?*

Examples: teachers, advisor

- *What if you decide to get a full time job right after you graduate, who do you think you would see frequently at your job?*

Examples: Employer (Boss), co-workers, customers, children (students), clients (etc.); could vary depending on the jobs the students are interested in pursuing.

Note to teacher: You may want to create your own list of job titles and people that is applicable to your students. Students probably do not know these, but you can suggest people.

- Lead a discussion about the jobs and responsibilities of the people students identified above.
 - *Do you remember learning about Section 504 and some of the rights that you have as a person with a disability?*
 - *The people that we are discussing have some responsibilities because of that law. They may be able to give you some accommodations that could help you in college, in other schools, or on the job. We will talk about that more in the next lessons, but you need to think about who you would ask for help and how to ask for that help.*
 - *Think about your classes and jobs you have now or had recently. Let's think about some times when it did not go too well for you...maybe because you had a hard time reading a test, you failed it, or maybe you did not write down notes in class because writing is hard for you.*
- 2. Share a story that illustrates a good example of when and why someone might need to ask for help on the job. If you can get a student to share, that would be beneficial. Have a story prepared to share with your students in case no one volunteers. It should be a short story about an experience that you know many of your students can relate to...tell that story (or use the one below).

One of my former students, Jason, had a lot of difficulty reading and writing. He took a job at a garage working on cars and was also getting trained to be a mechanic. Often, he would be in the office at the garage and answer the phone. He would talk to customers and would then try to remember the messages and did not write them down. Jason had a learning disability and writing was very difficult for him. Sometimes he didn't see the garage manager to tell him the messages and he forgot, or the customers would call back and say that they had left a message with Jason. But, Jason had not written them down, and had not told his garage manager that he needed help with this. Jason had recorded the teacher lectures in his high school classes because he had an IEP. He probably could have recorded the messages at work using his cell phone or PDA. However, Jason did not know how to ask this or even that he could ask for help. He eventually got fired and had to find another job.

Discussion point(s): Ask students the following questions and provide time and opportunity for discussion.

- Who could Jason have spoken to so that he could have gotten help?
- What would Jason have needed to tell this person about how and why he needed help?
- Would he need to be able to explain his disability to this person? Why or why not?

Discussion point(s): Revisit the questions asked during the opening of the lesson. Lead a discussion to help students recognize that some of the people they identified might be able to help them or work better with them if they had information about the student’s disability.

- *Think about your IEP and the information in your IEP, like the accommodations, your strengths, and areas you need help in. Which of these people that you have regular contact with, who were not at your IEP meeting, do you think might have helped change the situation for Jason? (adjust last statement to fit with the story used with your students)*
 - *We are going to work on an activity to help you organize some information about your disability so that you can use that information to talk to people now and in the future.*
3. Model/demonstrate completion of worksheet 5-2: My Disability Information Form based on the above scenario or your own scenario.

Handout: Distribute worksheet 5-2: My Disability Information Form

- *All right, first let’s work on one together as a group, then you will complete your own. I need everyone to help me with this one first, before you start our own.*
- *We are going to complete this form with Jason as our student. Let’s think about the information that he might have shared with the garage manager that would have been helpful.*
- Continue class discussion, completing the form as students make suggestions. Stop and discuss and answer questions as needed.
- Have students complete their form based on their needs.
 - *Now, you are ready to work on your forms. You need to have your IEP and your report information out to use to complete this form.*

- Monitor the students' input and the appropriate information that students fill out on the forms.
- If information is inappropriate, discuss with the students (individually or in group depending on the situation) about what they should tell one person and what they might need to tell another person.
- Have students make a brief presentation, sharing the information on worksheet 5-2: My Disability Information Form.
- Have each student complete worksheet 5-1: Presentation Response Form for each presentation. Instruct students to give the completed Presentation Response Form to their classmates to help identify areas they can improve on during their next presentation.

LESSON CLOSURE

Critical thinking: Reread the following scenario to students. Have them discuss the solutions they identified at the beginning of this unit. Provide students time to brainstorm additional solutions they may have thought of after learning the information from Unit 5.

Chris has been called to the office due to his recent tardies and absences in 3rd period. He knows he is in trouble and will likely be assigned Saturday school or trash duty during lunch as punishment. He is angry because he feels his reasons for the tardies and absences are valid. However, Chris has an angry tone of voice and is slouched down in his chair with his arms crossed while he is telling the principal his reasons for the tardies and absences. Chris also rolls his eyes every time the principal starts talking. As a result, the principal gets irritated with Chris and assigns him three weeks of Saturday school and refuses to listen to any more of Chris's excuses.

- Discuss question from student KWL charts that were not answered during this Unit.
- Provide students time and opportunity to add to their KWL chart as needed.

Handout: Distribute a copy of the Unit 5 Knowledge Quiz for each student to complete.

STUDENT EVALUATION

1. Student KWL chart
2. Contribution to group discussion
3. Completion of worksheet 5-2: My Disability Information Form
4. Student presentation
5. Completion of worksheet 5-1: Presentation Response Form for each student presentation

Unit 5 Notes
Learning How to Communicate Effectively

Verbal Communication-

Examples-

Non-verbal Communication-

Examples-

Audience-

Purpose-

S-

H-

A-

R-

E-

PRESENTATION RESPONSE FORM

A good way to improve your communication and presentation skills is to get feedback from others about your performance. Today you will evaluate each of your classmates' communication skills during their presentations. Use the rubric below to evaluate their performance.

You fill out this section for each presentation

Presenter(s): _____ **Evaluator:** _____

Please circle a number from 1 to 5 to rate his/her communication skills during the presentation.

	Needs More Practice				Perfect
Eye Contact:	1	2	3	4	5
Posture:	1	2	3	4	5
Nonverbal:	1	2	3	4	5
Volume/Tone:	1	2	3	4	5
Organization:	1	2	3	4	5
Information:	1	2	3	4	5

I really liked _____

I would work on _____

My Disability Information Form

I have a disability; it is called _____

People with this disability sometimes have trouble with _____

In school, I have trouble with _____

It helps me if (accommodations) _____

I am good at _____

Unit 5: Improving My Communication Skills
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. Verbal communication _____

2. Nonverbal communication _____

Provide a short answer for the following questions.

3. List two examples of good communication skills

4. List two examples of poor communication skills

5. Why are good communication skills important? _____

6. What does the acronym SHARE stand for?
S _____
H _____
A _____
R _____
E _____

Circle the correct answer.

7. The way I talk to others influences how well they listen to me. **True False**

Unit 5: Improving My Communication Skills
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. Verbal communication *The use of written or spoken words to express your thoughts or message.*

2. Nonverbal communication *The use of body language to express thoughts or messages.*

Provide a short answer for the following questions.

3. List two examples of good communication skills
Answers will vary

4. List two examples of poor communication skills
Answers will vary

5. Why are good communication skills important? _____
Answers will vary

6. What does the acronym SHARE stand for?

S *Sit/stand up straight*

H *Have a pleasant tone of voice*

A *Activate your thinking*

R *Relax*

E *Engage in eye communication*

Circle the correct answer.

7. The way I talk to others influences how well they listen to me. **True False**

Unit 6: Increasing My Self-Awareness

Lesson Overviews

Unit Purpose: The purpose of Unit 6 is to increase student self-awareness knowledge through research and self-reflection.

Lesson 1: Starting My Self-Awareness Project

Objectives

Students will:

1. identify well-known persons with disabilities
2. identify practical deadlines for Self-Awareness Project

Materials

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. PowerPoint “Famous People With Disabilities”
6. Reading materials describing disabilities of students in your class (See list of book titles attached)

Activities and Procedures: Lesson 1 opens with the completion of a critical thinking activity and discussion of KWL chart entries. Next, students participate in a brief discussion about the main points of lessons completed thus far, followed by a Famous People with Disabilities PowerPoint presentation. After a discussion about the PowerPoint, students are given necessary handouts listed above to begin planning their research projects. It is important for each student to develop an appropriate timeline for project completion before moving on to Lesson 2. The materials included with this lesson were developed to help students complete a research paper. However, it is appropriate to have students complete a newsletter, brochure, or PowerPoint presentation in place of a research paper.

Student Evaluation:

1. Participation in class discussion
2. Completion of worksheet 6-1d: Self-Awareness Project Timeline
3. Additions to KWL charts as needed

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 2: Completing My Self-Awareness Project

Objectives

Students will:

1. complete tasks as dictated by project timeline
2. use available resources to complete required research

Materials

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. Reading materials describing disabilities of students in your class (See list of book titles attached)

Activities and Procedures: Review KWL charts, specifically, the information students have listed in the “want to know” column. Students use the remaining class time to work on research projects as the teacher moves around the room answering questions and keeping students on task. Repeat this lesson as needed to provide students time and opportunity to complete their projects.

Student Evaluation:

1. Completion of work based on due dates from worksheet 6-1d: Self-Awareness Project Timeline

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 3: Presenting My Self-Awareness Project

Objectives

Students will:

1. give oral presentation over completed project
2. complete peer-evaluations
3. complete self-evaluations

Materials

1. Worksheet 6-3a: Self-Awareness Project Self Evaluation Form
2. Worksheet 6-3b: Self-Awareness Project Peer Evaluation Form
3. Completed Self-Awareness Projects

Activities and Procedures: Once students have completed their research projects, move on to Lesson 3. This lesson opens by revisiting the critical thinking activity from the beginning of the unit. Next, distribute and discuss worksheets 6-3b: Self-Awareness Project Peer Evaluation Form and 6-3a: Self-Awareness Self Evaluation Form. Once students have had

the opportunity to ask clarifying questions about worksheets, begin student presentations. Unit 6 does not include a Knowledge Quiz.

Student Evaluation:

1. Completion of project presentation
2. Completion of peer-evaluations
3. Completion of self-evaluation
4. Participation in class discussion

Extension Activity: Use a camera to record student presentations. Have each student watch his/her presentation before and/or while completing worksheet 6-3a: Self-Awareness Self Evaluation Form.

Unit 6: Increasing My Self-Awareness

COMMON CORE STANDARDS

- High School Language Arts (Grades 9, 10, 11, & 12) –

Writing

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.11-12.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.11-12.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.11-12.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.11-12.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.11-12.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. [CCSS.ELA-Literacy.W.11-12.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. [CCSS.ELA-Literacy.W.11-12.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- e. [CCSS.ELA-Literacy.W.11-12.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Reading Informational Texts

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

[CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.9-10.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify

or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Reading Literature

[CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

[CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Lesson 1

Starting My Self-Awareness Project

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. Identify well known persons with disabilities
2. Identify practical deadlines for Self-Awareness Project

MATERIALS

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. Power Point “Famous People With Disabilities”
6. Reading materials describing disabilities of students in your class (See list of book titles attached)

LESSON OPENING

Critical thinking: Read the following scenario to students. Have students identify the key issues/problems and solutions.

Jeremy is a high school student with a learning disability; he is currently enrolled in Biology. Jeremy has failed the last two tests and will fail the class if he does not do well on the next test. Jeremy talks to Mr. Wilson, his Biology teacher, and tells him that he is concerned about failing the class. Mr. Wilson asks Jeremy what he wants him to do to help him succeed in class. Then Mr. Wilson asks Jeremy why he should get special treatment with his class work. Jeremy feels embarrassed and does not know how to answer Mr. Wilson’s questions.

- Provide students time and opportunity to respond to the story.
- Record the solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of this unit.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Instruct students to think about this scenario as they work through Unit 6. Inform them that at the end of the unit the class will discuss this situation again to see if anyone has come up with new solutions.
 - *Please get out your personal KWL charts from Unit 5 and let’s review what you learned about communicating with others.*
- Take a minute to let students share their thoughts and questions about the information from previous lessons on their individual KWL charts.

Note to teacher: It is important to emphasize to students that it is okay to have some unanswered topics listed in the “want to know column” at this point. Encourage students to think about these topics as they complete their projects in this unit. It is important that you, the teacher, make note of these unanswered questions and find ways to bring these topics into the lessons as students work on their research projects.

- *So far, we have learned about self-awareness, self-advocacy, special education, IEP’s, communication skills, and some history of disability. Now we will start talking about different types of disabilities and some of the people who have disabilities, including the people in this classroom.*
- *Think about things that you are very good at doing or are easy for you, maybe a talent you have, a school subject, a sport... I know I am great at------(insert something that is easy for you to do and discuss it). Someone else share an example of something you do well.*
- Take a minute to let students share their thoughts about this question.
 - *Now, let’s think of something that is difficult for you to do. I know that I have to work very hard at----- (insert something that is hard for you to do and discuss it). Someone else share an example of something that is difficult for you.*
- Take a minute to let students share their thoughts about this question.

- *Sometimes things can be difficult for a person because of a disability they have. Different disabilities affect people in different ways. Do you know enough about your disability to know how it affects your abilities at school, home or anywhere else you spend time? Take a minute and think about that question.*
- Provide an opportunity for students to share their thoughts about this question.
 - *During Unit 2 you had the opportunity to take the information you learned and combine it with what you know about yourself. The “Creating My History” activity gave you the chance to combine some of that information and write a brief history about you. I want you to take a minute and think about these questions.*
 - *While you were working on your history, did you include a description about your disability?*
 - *Did you feel like you knew a lot about your disability?*
 - *Did you find yourself wanting to know more about your disability?*
 - *Did you spend much time wondering how having a disability would affect your life now and in the future?*
- Take time to let students share their thoughts about the questions you just asked.

PROCEDURE

1. Teacher discussion: Introduce famous people with disabilities.

- *Many people have disabilities. Some disabilities you can see, like a person who uses a wheelchair. Others are not visible, you cannot see them, but they affect how a person learns or thinks, like a learning disability. Some disabilities are caused by a medical condition, like diabetes or epilepsy, and might be helped by taking medication. You will learn more about disabilities and how they affect people’s lives as we complete this unit.*
- *Having a disability does not mean that something is wrong with a person. Having a disability does not prevent a person from being successful. Many people with disabilities are famous because of their great success in life. We are going to talk about a few of those people today. Some of the people we will talk about have worked hard to be able to do things that are difficult for them in order to reach their goals; some have learned how to work around it. They may get help from other people. They may have focused on their strengths or talents and used those to find a career in which they could succeed. You will have a chance to learn more about people with disabilities who have accomplished great things as you work on your project. Right now, I am going to introduce you to a few of these people.*

Note to teacher: Use the “Famous People With Disabilities” Power Point to accompany discussion. The following links may also provide valuable information.

1. <http://www.authorstream.com/Presentation/eckre-251306-celebrities-disabilities-final2-final-entertainment-ppt-powerpoint/>
2. <http://www.disabilityresources.org/FAMOUS.html> (multiple links of famous people)
3. <http://www.increasebrainpower.com/famouspeoplewithlearningdisabilities.html> (list of famous people with ADD, ADHD and LD)
4. <http://www.waisman.wisc.edu/> (multiple links to resources on famous people with disabilities and listed by the disabilities)
5. http://www.tampagov.net/dept_mayor/mayors_alliance/famous_persons/index.asp (alphabetized list of MANY famous people with disabilities)
6. <http://www.iidc.indiana.edu/cedir/kidsweb/fpwdinfo.html>
7. <http://www.download-free-pdf.com/famous-people-with-disabilities-poster.pdf>
8. http://www.disabled-world.com/artman/publish/article_0060.shtml

Discussion point(s): After completing the presentation, ask students the following questions and provide them an opportunity to respond and discuss.

- *How many of you knew some of these people had disabilities?*
 - *Does this surprise you? Why or why not?*
 - *What are some things that you thought of when you heard this information about these people?*
 - *What questions can I answer for you about what we have covered so far?*
2. Introduce the research project and necessary project worksheets.
- *Understanding your abilities and disability is crucial! You need to understand your disability and the ways it might impact your learning. Today we are going to start a project that provides you an opportunity to learn about your abilities and disability. We will start the project today and then spend the next few class sessions working on it.*

Handout: Distribute copy of worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist.

- *Here is a handout describing a project you will complete. You will need to identify and describe your abilities and disability. You will be able to complete part of the project with information you already know. For some of the project you will need to do additional research. For example, you must research people who have disabilities, find out information about strengths and things that can be difficult because of a*

disability. You will talk to others, read, and use the internet while completing your research.

- *I have several handouts that we will go over that will help you organize your research and guide your writing. Finally, when everything in your project is complete you will present it to the class. Let's look at the handouts I am giving you now.*

Handout: Distribute copies of worksheet 6-1b: Self-Awareness Project Planning Guide and/or 6-1c: Self-Awareness Project-Report Outline.

Note to teacher: The worksheet you choose depends on you and your students' needs. It might be a good idea to let students look at both 6-1b and 6-1c and choose the one that works best for their individual needs.

- Review the project forms in detail with students to answer any questions students may have.

Handout worksheets: Distribute copies of worksheet 6-1d: Self-Awareness Project Timeline

- Review the timeline in detail and fill in the due dates as a class. You might consider having students select individualized dates based on student need.
- Post the example of the Self-Awareness Project Timeline you completed as a reminder of all due dates.

LESSON CLOSURE

- *Today we have learned about famous people who have disabilities.*
 1. Who can tell me the names of some of the people we discussed?
 2. What are some of the disabilities these people have?
 3. Did their disabilities keep them from being successful?
- *We also discussed the research timeline and requirements. Are there any questions about the timeline and the requirements?*
- *During our next lesson you will start working on your project. It would be a good idea to spend some time between now and then thinking about how you will complete your research.*
- Briefly, review the planned schedule according to the project timeline.

STUDENT EVALUATION

1. Participation in class discussion
2. Completion of worksheet 6-1d: Self-Awareness Project Timeline
3. Additions to KWL charts as needed

Lesson 2

Completing My Self-Awareness Project

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. complete tasks as dictated by project timeline
2. use available resources to complete required research

MATERIALS

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. Reading materials describing disabilities of students in your class (See list of book titles attached)

LESSON OPENING

- *Take a minute to look at your individual KWL chart. Pay close attention to the information you have listed in the “want to know” column. Today you are going to work on your self-awareness projects. This is a good opportunity for you to find some answers to the questions you have listed in the “want to know” column.*

PROCEDURE

Note to teacher: The time required to complete the Self-Awareness Project will vary based on student need and the format you require your students to use for the project. We recommend repeating the format of lesson 2 as many times as you feel is appropriate for your students.

- *Please take out worksheet 6-1d: Self-Awareness Project Timeline that we completed during our last session. Take a minute to look at the due dates for your project.*
1. Review the worksheets, answer student questions and have them begin their projects.
 - *Based on the due dates on your timeline, what do you need to work on today?*
 - Review resources available to students as they work on their project.
 - Instruct students to begin working on their project.

- *Today as you are working, I will be coming around to check your outline or planning guide. Please keep your worksheets out to help guide you while you work and so I can check them as I move around the room.*

2. Monitor the students while they work and provide necessary feedback.

LESSON CLOSURE

- Review the project timeline.
- Check student’s work to ensure they are keeping up with timeline requirements.
- Assign homework for project if appropriate.
- Have students put materials away.
- Remind students to put their papers in their binders.

STUDENT EVALUATION

1. Completion of work based on due dates from worksheet 6-1d: Self-Awareness Project Timeline.

Lesson 3
Presenting My Self-Awareness Project

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. give oral presentation over completed project
2. complete peer-evaluations
3. complete self-evaluations

MATERIALS

1. Worksheet 6-1e: Self-Awareness Project Peer Evaluation Form
2. Worksheet 6-1f: Self-Awareness Project Self Evaluation Form
3. Completed Self-Awareness Projects

LESSON OPENING

Critical thinking: Read the following scenario to students. Have them identify the key issues/problems and solutions.

Jeremy is a high school student with a learning disability; he is currently enrolled in Biology. Jeremy has failed the last two tests and will fail the class if he does not do well on the next test. Jeremy talks to Mr. Wilson, his Biology teacher, and tells him that he is concerned about failing the class. Mr. Wilson asks Jeremy what he wants him to do to help him succeed in class. Then Mr. Wilson asks Jeremy why he should get special treatment with his class work. Jeremy feels embarrassed and does not know how to answer Mr. Wilson’s questions.

- Provide students time and opportunity to respond to the story.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Provide students time and opportunity to discuss the problems and solutions they identified prior to completing their projects compared to the ones they identified today.

PROCEDURE

Handout: Distribute worksheet 6-3b: Self-Awareness Project Peer Evaluation Form.

- Review worksheet in detail with students and provide time and opportunity for questions and discussion as needed.
- Have each student present his/her project.
- Provide the class time to complete Worksheet 6-1e: Self-Awareness Project Peer Evaluation Form before moving on to the next presentation.
- Complete this process until each student has had the opportunity to present.

Handout: Distribute worksheet 6-1f: Self-Awareness Self Evaluation Form.

- Review worksheet in detail with students and provide time and opportunity for questions and discussion as needed.
- Provide students time to complete worksheet 6-1f: Self-Awareness Self Evaluation Form.

Extension Activity: Video record each student presentation and have students watch their own presentation before completing worksheet 6-1f: Self-Awareness Self Evaluation Form.

LESSON CLOSURE

- *Now that you each have a good understanding of your strengths and your disability, you can use that information to self-advocate. During our next unit we will talk about how you can each advocate for yourself during high school. You will each select one of your classes to practice asking for accommodations. Between now and then, I want you to start thinking about what class you will select for the activities in unit 7. We will talk about the activities more during our next class session.*
- Remind students to turn in all completed evaluations before leaving class.

STUDENT EVALUATION

1. Completion of project presentation
2. Completion of peer-evaluations
3. Completion of self-evaluation
4. Participation in class discussion

Self-Awareness Research Project Requirements & Checklist

What's this project all about? *ME!*

My Abilities & Strengths

- What are my strengths and abilities?
- Who else has these abilities and strengths?
- How do my abilities and strengths affect me now?
- How do my abilities and strengths affect my future?

My Disability

- What is my disability?
- Who else has this disability?
- What are some common characteristics of this disability?
- How does my disability affect me now?
 - What should I know and do about this?
- How might my disability affect me in the future?
 - What should I know and do about this?

My Future

- What is my educational goal for after high school?
 - What are my 3 steps for reaching my educational goal?
- Where do I want to live after high school?
 - What are my 3 steps for reaching my living goal?
- Where do I want to work after high school?
 - What are my 3 steps for reaching my employment goal?

Other Thoughts (optional)

- Is there something else about yourself that you would like to share? If so, add a section to include this information in your project.

What do I have to do?

- Decide the format of your project (written report, Power Point, newsletter, brochure, etc.)
- Complete each section on worksheet 6-1b or 6-1c
- Complete necessary research-you must use at least 3 sources
- Put your information in the format you chose for your project
- Turn in a first draft of your project
- Revise your project based on the graded version of your first draft
- Present your completed project to the class
- Evaluate your classmates presentations
- Evaluate your own presentation

What do I have to turn in?

- First draft of your project
- Final draft of your project (with edits made from your first draft)
- Your Works Cited page
- Your self-evaluation
- Evaluations of your classmates presentations

What am I graded on?

- Quality of your final project
- Quality of research
- Quality of presentation
- Works Cited page
- Peer Evaluations
- Self-evaluation

Self-Awareness Project Planning Guide

Use this form to organize the information for your project. This page is designed to help you develop a clear and concise introduction for your project. Write 1 sentence in the box in the right column about the topic listed in the first column.

Introduction/Thesis	
Overall purpose of this project	
My Abilities and Strengths	
My Disability	
My Future	

Self-Awareness Project Planning Guide

Use this form to organize the information for your project. Use the boxes below each question to write your answers and any resources you may have used to answer the question.

Subtopic: _____ *My Abilities* _____

Question 1	Question 2	Question 3	Question 4
What are my abilities and strengths?	Who else has these abilities and strengths?	How do my abilities and strengths affect me now?	How might my abilities and strengths affect me in the future?

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Self-Awareness Project Planning Guide

Use this form to organize the information for your project. Use the boxes below each question to write your answers and any resources you may have used to answer the question.

Subtopic: My Disability

Question 1	Question 2	Question 3
What is my disability?	Who else has this disability?	What are some of the common characteristics of this disability?

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Self-Awareness Project Planning Guide

Use this form to organize the information for your project. Use the boxes below each question to write your answers and any resources you may have used to answer the question.

Subtopic: _____ *My Disability - continued* _____

Question 4	Question 4a	Question 5	Question 5a
How does having this disability affect me now?	What should I know and do about this?	How might my disability affect me in the future?	What should I know and do about this?

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Self-Awareness Project Planning Guide

Use this form to organize the information for your project. Use the boxes below each question to write your answers and any resources you may have used to answer the question.

Subtopic: _____ *My Future* _____

Question 1	Question 2	Question 3
Where do I want to go to school or get training after high school	Where do I want to live after high school?	Where do I want to work after high school?
My Goal:	My Goal:	My Goal:
Step 1:	Step 1:	Step 1:
Step 2:	Step 2:	Step 2:
Step 3:	Step 3:	Step 3:

Self-Awareness Project Planning Guide

Use this form to organize the information for your project. Use the boxes below each question to write your answers and any resources you may have used to answer the question.

Subtopic: _____

Question	Question	Question	Question

--	--	--	--

Self-Awareness Project Planning Guide

Use this form to organize the information for your project. This page is designed to help you develop a clear and concise conclusion paragraph for your project. Write 1 sentence in the box in the right column about the topic listed in the first column.

Conclusion	
Overall purpose of this project	
My Abilities and Strengths	
My Disability	
My Future	
What I learned while completing this project.	

Self-Awareness Project – Report Outline

Report title _____

I) Introduction / Thesis

A) Introductory Sentence (over-all purpose of research)

- 1) Statement sentence-My abilities
- 2) Statement sentence-My Disability
- 3) Statement sentence-My Future
- 4) Statement sentence-_____ (optional topic)

II) Main Ideas

A) My Abilities and Strengths

- 1) Describe your abilities and strengths
- 2) Identify other people who have the same or similar strengths and abilities
- 3) Describe how your strengths and abilities affect you now
- 4) Describe how your strengths and abilities might affect your future

B) My Disability

- 1) Describe your disability
- 2) Identify other people who have this disability
- 3) Describe some of the common characteristics of this disability
- 4) Describe how your disability affects you now
 - (a) Identify what you should know and do about this
- 5) Describe how your disability might affect you in the future
 - (a) Identify what you should know and do about this

C) My Future

- 1) Describe your educational goal for after high school
 - (a) List three steps to accomplishing this goal
- 2) Describe where you want to live after high school
 - (a) List three steps to accomplishing this goal
- 3) Describe where you want to work after high school
 - (a) List three steps to accomplishing this goal

D) _____

1) _____

(a) _____

2) _____

(a) _____

3) _____

(a) _____

III) Conclusion

A) Restate purpose of research

1) One sentence summarizing first main idea (My Abilities and Strengths)

2) One sentence summarizing second main idea (My Disability)

3) One sentence summarizing third main idea (My Future)

4) Once sentence summarizing final main idea (optional/additional main idea)

B) Statements about main ideas you learned

Self-Awareness Project Timeline

<u>Task to be Completed</u>	<u>Due Date</u>	<u>Date I turned in this item</u>
1. Choose the format of your project (written report, Power Point, brochure, newsletter, etc)	_____	_____
2. Complete worksheet 6-1b SA Project Planning Guide <i>or</i> 6-1C SA Project Report Outline	_____	_____
3. Complete the introduction/thesis statement for your project	_____	_____
4. Complete “My Abilities & Strengths” section of your project	_____	_____
5. Complete “My Disability” section of your project	_____	_____
6. Complete “My Future” section of your project	_____	_____
7. Complete “Other Thoughts” section of your project	_____	_____
8. Complete the conclusion section of your project	_____	_____
9. Complete the works cited page for your project	_____	_____
10. Turn in first draft	_____	_____
11. Revise project based on graded first draft	_____	_____
12. Turn in revised draft of project	_____	_____
13. Present your project to the class	_____	_____
14. Complete peer-evaluations	_____	_____
15. Complete self-evaluation	_____	_____

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Unit 7: Advocating For My Needs in High School

Lesson Overviews

Unit Purpose: The purpose of Unit 7 is to help students learn and practice the process of scheduling and appropriately conducting a self-advocacy meeting.

Lesson 1: Planning How to Advocate

Objectives

Students will:

1. identify an appropriate teacher and assignment for My Meeting activity
2. create a written plan to use while completing the My Meeting activity
3. identify a timeline for the completion of the self-advocacy activity
4. schedule and complete the My Meeting activity

Materials

1. Worksheet 7-1: My Meeting
2. Worksheet 5-2: My Disability Form (completed during unit 5)
3. Completed Self-Awareness Project from unit 6

Activities and Procedures: During lesson 1, students plan and schedule a meeting with a subject area teacher for the purpose of requesting accommodations in that subject area class. This lesson begins with review and discussion of KWL charts and review of completed worksheet 5-2 from Unit 5 and completed projects from Unit 6. Next, use worksheet 7-1: My Meeting to facilitate discussion and the planning of student-teacher meetings. Lesson 1 also reviews the SHARE strategy from Unit 5. It is very important that students know how to appropriately communicate during the student-teacher meetings.

Student Evaluation:

1. Identification of classroom teacher to contact for self-advocacy meeting
2. Completion of worksheet 7-1: My Meeting (Section 1)
3. Contribution to class discussion

Extension Activity: Lesson 1 does not include an extension activity.

Lesson 2: Learning From Experience

Objectives

Students will:

1. give oral presentation describing meeting experience and results
2. provide constructive feedback to classmates regarding oral presentations
3. identify ways to improve self-advocacy skills
4. identify strengths and needs regarding personal communication skills

Materials

1. Completed worksheet 7-1: My Meeting from lesson 1
2. Completed worksheet 7-2: Teacher Report lesson 1

Activities and Procedures: Each student needs to complete their student-teacher meeting and worksheet 7-1 before beginning this lesson. Students also need a copy of the completed worksheet 7-2 from their content area teacher for this lesson. Begin Lesson 2 with a brief review of the SHARE strategy, then have each student present aloud to the class on his/her meeting results. Provide students with a blank copy of worksheet 7-1 to keep in their ME! Book as a future resource tool.

Student Evaluation:

1. Completion of worksheet 7-1: My Meeting worksheet
2. Completion of worksheet 7-2: Teacher Report
3. Verbal presentation of meeting experience
4. Unit 7 Knowledge Quiz

Extension Activity: Students each write a short essay describing what he/she learned from this activity and how he/she can improve his/her self-advocacy skills based on this new knowledge. Encourage students to review worksheets 7-1 and 7-2 for improvement ideas.

Unit 7: Advocating For My Needs in High School

COMMON CORE STANDARDS

- High School English Language Arts (Grades 9, 10, 11, & 12) –

Speaking and Listening

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.11-12.1b](#) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. [CCSS.ELA-Literacy.SL.11-12.1d](#) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading: Literature

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Lesson 1

Planning How to Advocate

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify an appropriate teacher and assignment for My Meeting activity
2. create a written plan to use while completing the My Meeting activity
3. identify a timeline for the completion of the self-advocacy activity
4. schedule and complete the My Meeting activity

MATERIALS

1. Worksheet 7-1: My Meeting
2. Worksheet 5-2: My Disability Form (completed during unit 5)
3. Completed Self-Awareness Project from unit 6

LESSON OPENING

Note to teacher: During this lesson each student creates a written plan to self-advocate for accommodations in a subject area class. Each student must meet with the teacher prior to the next ME! lesson. As a result it may be necessary to wait a few days before moving on to lesson 2 in this unit. Please see list of suggested books and videos to use with your class until students are ready to move on to lesson 2 of this unit.

- *During our last few sessions you organized some information about your disability and your needs, and learned how to communicate with other people about your disability, your IEP goals, and your accommodations. Today you are each going to make a plan for using your skills to advocate for accommodations in one of your subject area classes.*
- *We did not use the KWL charts much while you were working on your self-awareness projects so lets start by adding new information. Take a few minutes to add what you know and what you want to know about advocating for yourself during high school.*
- Provide time and opportunity for students to discuss and share.

PROCEDURE

1. Have students take out their completed worksheet 5-2: My Disability Information from Unit 5 and their completed Self-Awareness Project from Unit 6.

Today you are going to use the information from these 2 assignments to help you plan how to request accommodations on an assignment or test.

First, you each need to choose one teacher to contact to ask for accommodations.

Discussion point(s): Facilitate a class or small group discussion among students as they identify a subject area teacher to contact to ask for accommodations.

Handout: Distribute worksheet 7-1: My Meeting

Discussion point(s): Review worksheet 7-1: My Meeting with students, using the teacher version to guide discussion.

- Have students complete Section 1 of the worksheet and provide time and opportunity for students to ask questions as needed.
- Each student must plan how and when to contact the teacher to set up a meeting. This could be done via email, in person, etc.

Discussion point: Remind students about the importance of appropriate communication skills learned in Unit 5. Review as necessary before students approach teachers to schedule meetings.

- *Now that you have each created a plan, let's talk a little bit about how you are going to communicate with your teacher during the meeting.*
- Review communication skills as necessary for your students. Remind students of the behaviors they learned about “SHARE”.

Sit/stand up straight
Have a pleasant tone of voice
Activate your thinking
Relax
Engage in eye communication

The SHARE strategy is one of several learning strategies made available by The University of Kansas Center for Research on Learning. Visit <http://www.ku-crl.org/sim/strategies.shtml> for more information about learning strategies.

- Inform students that in the next session everyone will report to the class about their experience requesting accommodations.
- Review Section 2 of worksheet 7-1: My Meeting using the teacher version of the worksheet. Students are to complete Section 2 during or immediately following the meeting with their classroom teacher.

Handout: Distribute worksheet 7-2: Teacher Report. Review form in detail using the teacher version for additional information. Each student must give this form to their classroom teacher. The teacher is to answer the questions regarding the student's performance and then return it to the student.

LESSON CLOSURE

- Have each student verbally identify the teacher he/she will contact, the subject area, how and when he/she will contact the teacher to schedule a meeting.
- Provide students time and opportunity to add information to their KWL charts as needed.
- Remind students to contact their classroom teacher to schedule a meeting.

STUDENT EVALUATION

1. Identification of classroom teacher to contact for self-advocacy task
2. Completion of worksheet 7-1: My Meeting (Section 1)
3. Contribution to class discussion

Lesson 2

Learning From Experience

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. give oral presentation describing meeting experience and results
2. provide constructive feedback to classmates regarding oral presentations
3. identify ways to improve self-advocacy skills
4. identify strengths and needs regarding personal communication skills

MATERIALS

1. Completed worksheet 7-1: My Meeting from lesson 1
2. Completed worksheet 7-2: Teacher Report from lesson 1

LESSON OPENING

Note to teacher: If you used a book or video from the additional resources list, you may want to take some time to review the important points regarding that resource before moving on with this lesson.

- *During our last session you each made a plan to self-advocate. Today you are each going to tell us how that went so we can learn from one another's experiences. Before we begin, lets talk about your KWL charts.*
- *What are some of the things you wrote on your chart during our last lesson.*
 - Provide time and opportunity for students to discuss and share.
- *Did all of you get answers or information about the things you listed under "want to know"?*
 - Provide time and opportunity for students to discuss and share.

PROCEDURE

Discussion point: Explain to students that today they will each be receiving and giving honest constructive feedback to each other. Remind the class about the importance of appropriate communication skills learned in Unit 5. Review as necessary before beginning discussion about self-advocacy meetings.

- Review communication skills as necessary for your students. Remind students of the behaviors they learned about “SHARE”.

Sit/stand up straight
Have a pleasant tone of voice
Activate your thinking
Relax
Engage in eye communication

Class discussion point: Each student will share the results of their meeting experience and results with the class. Have each student take out their completed worksheet 7-1 and 7-2.

- Bring students attention to the worksheet.
 - *Everyone please take out worksheet 7-1: My Meeting and worksheet 7-2: Teacher Report. Today you will each take turns telling us about your meeting. Start by telling us the subject, teacher, and assignment you chose to use for this activity. Next, tell us a little bit about the information in Section 2 of your worksheet. Last, talk about how the meeting went; you might want to use your Teacher Report to help you with this part.*
- As each student completes his/her presentation ask him/her the following questions about the meeting
 - Did the teacher agree with the accommodations you suggested?
 - How do you feel about the final result of your meeting?
- Provide time and opportunity for each student to answer the two questions.

Extension Activity: Have students write a short essay describing what they can do differently next time they request accommodations. Encourage students to review worksheets 7-1 and 7-2 for ideas on how they can improve.

LESSON CLOSURE

- Have students place their completed worksheets in their ME! Book.
- Provide students time and opportunity to add information to their KWL charts as needed.
- Explain to students that during the next lesson they will learn how to use self-advocacy skills in education and job settings after high school graduation.
- Encourage students to think about the places they want to work and go to school after graduation.

- Provide time and opportunity for students to add to their KWL charts as needed.
- Have each student add information to the “learned” column of their KWL chart.

Handout: Distribute Unit 7 Knowledge Quiz for completion.

STUDENT EVALUATION

1. Completion of worksheet 7-1: My Meeting worksheet
2. Completion of worksheet 7-2: Teacher Report
3. Verbal presentation of meeting experience
4. Unit 7 Knowledge Quiz

My Meeting

Student: _____ Date: _____

Subject: _____ Teacher: _____ Semester: _____

Assignment: _____

Section 1: Planning For My Meeting

Y N 1. I believe the following accommodations are appropriate to ask for on this assignment.

a. _____

b. _____

c. _____

Y N 2. I practiced explaining these accommodations verbally to a classmate.

Y N 3. I obtained feedback from my classmate about these accommodations and my explanation for needing them.

Y N 4. I made the following adjustments based on feedback from my classmate.

a. _____

b. _____

c. _____

Y N 5. I scheduled a meeting with my teacher (*email, in person, etc*)

Date: _____ Time: _____ Place: _____

Section 2: Conducting My Meeting

Y N 6. I greeted my teacher appropriately.

Y N 7. I chose to / not to disclose my disability.

Circle one

Y N 8. I described how my disability will impact my performance on this assignment.

Y N 9. I identified ___ accommodations that I feel are appropriate for this assignment based on my needs.

Y N 10. I explained why each of these accommodations are important for me on this assignment.

Y N 11. I asked the teacher for feedback on the accommodations I requested.

Notes on feedback from my teacher:

Y N 12. The teacher and I agreed that I will use the following accommodations on this assignment:

At the end of my meeting:

Y N 13. I summarized the agreed upon accommodations aloud.

Y N 14. I thanked the teacher for taking the time to meet with me.

Follow-up

Y N 15. I informed my special education teacher that I completed my meeting with my classroom teacher.

Y N 16. I returned my completed worksheet 7-1 to my special education teacher.

Special Education Teacher initial _____ Date returned: _____

Teacher Report

Dear: _____,

Thank you for taking the time to meet with me. I am currently in the process of learning to advocate for myself and this meeting is an important part of my learning process. Please take a few minutes after our meeting to fill out this sheet and then return it to me. The feedback you provide is important to me and I will use it to improve my self-advocacy skills for the future.

Teacher: _____ Subject: _____ Date: _____

Assignment: _____

Student: _____

Y N 1. scheduled a meeting with me by (*email, in person, etc*) _____

Date: _____ Time: _____ Place: _____

Y N 2. greeted me appropriately when arriving for the meeting

Y N 3. chose to / not to disclose his/her disability
Circle one

Y N 4. described how his/her disability impacts him/her on this assignment

Y N 5. identified ____ accommodations that are appropriate for this assignment based on
(#)
his/her needs

Y N 6. explained why each of these accommodations is important for him/her on this assignment

Y N 7. asked for my feedback on the accommodations requested

Y N 8. We came to an agreement that the following accommodations will be used on this assignment:

Please see other side →

At the end of the meeting _____
(student name)

Y N 9. summarized the agreed upon accommodations aloud

Y N 10. thanked me for taking the time to meet with him/her

11. Based on this meeting, I recommend _____ make the following adjustments
when asking for accommodations in the future. _____

Unit 7: Advocating For My Needs in High School
Checking Your Knowledge Quiz

Define the following term using complete sentences.

1. Accommodation: _____

Circle the correct answer.

2. It is important that I know the accommodations listed on my IEP before asking my teacher(s) for accommodations. **True False**
3. It is important that I use good communication skills when asking my teacher(s) for accommodations. **True False**

Provide a short answer for the following questions.

4. List one class you will likely need accommodations in next school year? _____

5. What accommodations might you need during the class? _____

6. Explain how these accommodations might help you be successful in the class. _____

7. List at least one person you should contact about receiving these accommodations next year.

Unit 7: Advocating For My Needs in High School
Checking Your Knowledge Quiz

Define the following term using complete sentences.

1. Accommodation: Adjustments or changes made to **how** a student completes his/her work.

Circle the correct answer.

2. It is important that I know the accommodations listed on my IEP before asking my teacher(s) for accommodations. **True False**
3. It is important that I use good communication skills when asking my teacher(s) for accommodations. **True False**

Provide a short answer for the following questions.

4. List one class you will likely need accommodations in next school year? _____
Answers will vary for items 4-7
5. What accommodations might you need during the class? _____

6. Explain how these accommodations might help you be successful in the class. _____

7. List at least one person you should contact about receiving these accommodations next year.

Unit 8: Advocating For My Needs After High School

Lesson Overviews

Unit Purpose: The purpose of Unit 8 is to review and expand knowledge regarding postsecondary rights and responsibilities related to school and work.

Lesson 1: Using My New Skills on The Job

Objectives

Students will:

1. identify appropriate ways to disclose disability on the job
2. distinguish legal from illegal job interview and application questions according to ADA
3. identify appropriate responses to questions about disabilities and abilities asked on job applications and interviews
4. identify appropriate responses when asked inappropriate questions on job applications and in interviews

Materials

1. Making the Transition From High School to College for Students with Disabilities: Transition Checklist (page 1 of the NCLD handout from Unit 4)

Activities and Procedures: Lesson 1 begins with a review and discussion of KWL chart entries. Next, the teacher reads aloud a case study about disability issues on a job site. A class discussion about work and disability is guided by a series of questions regarding the case study. Students then work in small groups or pairs to brainstorm about work-related disability issues. Main points of the ADA and Section 504 are then discussed in relation to job applications and interviews.

Student Evaluation:

1. Participation in class discussion
2. Participation in small group work/discussion
3. Entries on KWL chart as needed

Extension Activity: Students work in pairs or small groups to generate a list of possible interview questions. This list should include both legal and illegal questions about disabilities and abilities. Have each group share their list aloud with the rest of the class.

Lesson 2: Using My New Skills at Postsecondary School

Objectives

Students will:

1. identify steps to obtain accommodations in postsecondary schools
2. identify postsecondary schools of interest
3. contact Disability Service offices at postsecondary schools
4. demonstrate appropriate communications skills while contacting postsecondary schools

Materials

1. KWL Chart
2. ME! Binder
3. Worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

Activities and Procedures: Lesson 2 begins with a brief review of self-advocacy during high school, on the job, and postsecondary school settings. Students then discuss KWL chart entries and review differences between secondary and postsecondary school settings. Next, the class participates in a discussion about disability services in postsecondary schools and creates a list of schools the students are interested in attending. Students then work in pairs using worksheet 8-2 as a guide for learning how to request accommodations at the identified schools.

Student Evaluation:

1. Participation in class discussion
2. Participation in pairs/small group activities
3. Completion of worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Additions to KWL chart as needed

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 3: Reporting My Findings

Objectives

Students will:

1. identify the necessary steps for obtaining accommodations in postsecondary schools
2. demonstrate appropriate communications skills while contacting postsecondary schools

Materials

1. KWL Chart
2. ME! Binder

3. Worksheet 8-2 (completed)
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

Activities and Procedures: Begin Lesson 3 by reviewing KWL charts as needed and providing students time to complete the activity from Lesson 2 if needed. Once each group has completed worksheet 8-2, have them share aloud with the class what they have learned. Next, have students type the information from worksheet 8-2 into a master list or make copies of the worksheets for each student. Every student should have a hardcopy of each worksheet completed by the class. This information is to be placed in their ME! book as a resource.

Student Evaluation:

1. Participation in class discussion
2. Participation in pair/small group activities
3. Additions to KWL chart as needed

Extension Activity: Lesson 3 does not include an extension activity.

Unit 8: Advocating For My Needs After High School

COMMON CORE STANDARDS

– High School English Language Arts (Grades 9, 10, 11, & 12) –

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Reading Literature

[CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

Writing

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Lesson 1

Using My New Skills on The Job

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify appropriate ways to disclose disability on the job
2. distinguish legal from illegal job interview and application questions according to ADA
3. identify appropriate responses to questions about disabilities and abilities asked on job applications and interviews
4. identify appropriate responses when asked inappropriate questions on job applications and in interviews

MATERIALS

1. Making the Transition From High School to College for Students with Disabilities: Transition Checklist (page 1 of the NCLD handout from unit 4)

LESSON OPENING

- Review KWL chart from Unit 7.
 - *In our last unit you learned how to advocate for yourself in high school. Lets take a minute to look at your KWL charts to review some of the things you learned.*
- Provide time and opportunity for students to discuss and share.
 - *Today you are going to learn how to use self-awareness and self-advocacy skills in a job setting.*

PROCEDURE

1. Discussion point(s): Read students the following case study about dealing with disability at work.

Listen while I read a story about a young man named Drew who has dyslexia. While I read, I need you to pay attention to the story and see if you can think of something Drew could have done differently to change the outcome of his story.

Case study: *Drew is a twenty-eight year old man living in California and working for a large company that produces chemicals for pest control services. Drew grew up in a small town in Oklahoma and attended college after high school graduation. Having dyslexia made*

school difficult for Drew and he often had to work twice as hard as his friends to pass his classes. Drew worked hard and earned a degree in fire safety and protection. During his last semester of college, Drew began applying and interviewing for jobs. He sometimes worried about how dyslexia would affect his future career, but he never considered disclosing his disability during a job interview or after being hired for a job. Drew was excited when he received a job offer and an opportunity to move to a new place.

Drew's new job required him to supervise a large warehouse containing 16 large chemical tanks and a crew of six people. Each day the crew members would read gauges on the tanks, complete a check list, and take notes about the gauge information which was then given to Drew. He would use the information to calculate the amounts of different ingredients each tank needed to have added. Drew always read the information as soon as it was given to him. If he had questions about the written information, he would ask the crew member to clarify the information before they left his office.

For the first six months, his new job went well, then the company upgraded the gauge system on the tanks. Drew began receiving computer generated reports via email instead of handwritten reports from crew members. Drew had to read the reports and then email each crew member instructions on the ingredients to be added to each tank.

The new reports Drew received were written in numbers and symbols, which were extremely difficult for him to read because of his dyslexia. Drew had an especially difficult time distinguishing the greater than and less than signs on the report. To make things worse, he no longer had a crew member there to ask clarifying questions—everything was to be completed via email. As a result Drew frequently made mistakes reading the information and in the instructions he gave to his crew. Before long, crew members began to complain to Drew about the mistakes. He was very stressed out about his situation, but decided he would just have to do his best to deal with it if he wanted to keep his job.

During the first couple of weeks, Drew's boss was understanding about the mistakes and assumed they would stop once Drew adjusted to the new system. Eventually, the mistakes became dangerous and costly to the company. In one case, Drew's mistake resulted in an employee receiving chemical burns from mixing the wrong ingredients together as well as ruining thousands of dollars worth of chemicals in the tank. Drew felt terrible and his boss was furious.

The next morning, Drew's boss called him into his office and fired him. He told Drew that he was disappointed with his recent job performance and had expected more from him based on his performance early on with the company. Drew apologized for the problems he had caused and explained that the combination of having dyslexia and the new system had made his once easy job almost impossible. His boss was surprised to hear this, because he never suspected that Drew had any type of disability.

Discussion point(s): Ask students the following questions and have them brainstorm various answers, then discuss as a class.

- *What is something Drew could have done differently to change the outcome in this story?*

Possible answers:

Drew could have

- told his boss about his dyslexia as soon as he realized the new system was a problem.
- thought of an accommodation that could have been helpful to him at work.
- asked his boss if it was possible to get a printout written like the previous reports instead of with numbers and symbols.

- *Has anyone in here ever disclosed his/her disability during a job interview or on the job?*

Provide time and opportunity for students to share their personal experiences.

- *What are some reasons a person might have for disclosing his/her disability on the job?*

Possible answers:

- They may need accommodations to complete the job correctly.
- They want their employers to understand why some things may be difficult.
- They are comfortable with their disability and do not feel the need to hide it from others.
- They understand their disability and are confident they can complete their job as well as someone without a disability.

- *What are some reasons a person might have for not disclosing his/her disability on the job?*

Possible answers:

- They may be scared that others will judge them or pity them.
- They are embarrassed about their disability.
- They do not understand their disability well enough to explain it to others.
- They do not feel their disability affects their job.
- They are scared they will lose their job or not be hired for a job.

2. Activity: Have students split into pairs or small groups and identify one positive outcome and one negative outcome of disclosing their disability at work. Have pairs/small groups share their ideas and thoughts with the class.

Possible answers: (positive)

- You can get necessary accommodations at work.
- You do not have to worry about hiding your disability from others.

- People may be more understanding about why certain job tasks are more difficult or take you more time to complete.

Possible answers: (negative)

- Your employer and/or coworkers do not understand your disability or do not believe you.
- Your employer and/or coworkers feel that your disability prevents you from doing your job and therefore does not want you around.
- Your employer and/or coworkers seem uncomfortable about your disability.

Discussion point(s): Lead class in discussion about the importance of having a plan for disclosing or not disclosing one’s disability on the job.

- *Disclosing your disability on the job is a personal choice. There are valid reasons for disclosing and valid reasons for not disclosing to others. Either way, you need to have a plan on how to handle the situation. Part of that plan includes knowing answers to the following questions.*

1. What skills do you need for the job?
2. Does your disability prevent you from performing the job requirements?
3. If yes, could accommodations make the job doable for you?
4. If so, what accommodations would you need?
 - a. Remember, you must disclose your disability if you expect your employer to provide accommodations.
5. What are my legal rights as an employee with a disability?

Discussion point(s): Review ADA and discuss the main points of how it might impact your students during job interviews and after being hired.

- *During Unit 4, we learned a little about the Americans with Disabilities Act, known as ADA.*
- *You learned how ADA affects you in school. It is also important for you to understand how ADA affects you on the job. According to ADA, employers are not allowed to ask you questions about your disability on job applications or during job interviews.*

Discussion point(s): Discuss each of the following points and examples regarding ADA.

- It is illegal for employers to ask questions about disability on job applications and/or during job interviews.

Examples:

- (application) Do you have a disability? If so, please list and describe.
 - I noticed you are wearing glasses, do you have a visual impairment?
 - This job requires that you send out written correspondence from the company. Do you have any type of reading or writing disability that I should know about?
 - Do you have any type of disability that affects your behavior? We like to keep things calm around here.
 - You will be in direct contact with customers everyday. Do you have any type of disability that is going to make that difficult for you to do?
 - Have you ever undergone a psychiatric evaluation? What were the results?
 - Do you have asthma or high blood pressure?
 - Have you ever had heart surgery?
- Employers can ask you specific questions about your abilities and skills required to perform the job.

Examples:

- This job requires that you to drive during work hours everyday. Is there anything that will prevent you from being able to do so?
 - You will need to spend 5 to 6 hours a day working at a computer. Is there anything that prevents you from being able to do so?
 - We are looking for someone who is able to do complicated math on a regular basis. Will this be a problem for you?
 - Lifting 50 to 100 pounds several times a day is part of this job. Are you able to do so?
- *What if a job interviewer asks you questions about disability? (Pause to give students time to think about this question.)*
 - *There are no easy or correct answers to this question, but you should consider the following before you decide what and how to answer questions about your disability during a job interview or on a job application.*
 - How badly do you want/need the job?
 - How much information about yourself are you comfortable sharing with others?
 - Is the question related to your job performance?
 - *On the application you can simply choose to leave the question blank, but in the interview such questions could be uncomfortable. Again, think about how badly you want the job and how much information you are willing to share. Here are a few tips on dealing with the situation.*

- Do not lie! Telling your employer or future employer a lie is a bad idea. It gives them justification for firing you.
 - Always focus on the positive, not the negative.
 - Explain how your disability does and does not affect your ability to do the job.
 - Stick to the details that impact you on the job. Your personal life should not be discussed.
 - Ask your employer if he/she has questions about your disability (you need to be ready to answer the questions).
- *These are some suggestions on dealing with questions about your disability. However, it is illegal for employers to ask you about your disability on job applications and during interviews. If you feel the situation is serious enough, you can choose to report it the U.S. Equal Employment Opportunity Commission (EEOC) or other advocacy organizations in your area and request that they address the issue with the employer. Disability disclosure is a personal decision that everyone must make for themselves.*

Extension Activity: Have students work in pairs or small groups to generate a list of questions they might be asked during a job interview. This list should include both legal and illegal questions about disabilities and abilities. Have each group share their list aloud with the rest of the class.

- As a class, generate a list of appropriate answers to the questions identified by each pair/small group.
- Have each pair/small group role play a job interview based on the questions and answers identified by the class.

LESSON CLOSURE

- Revisit the following questions with the class. Have students identify 1 - 3 answers for each question. Answers may vary depending on the concerns and issues brought up by students during the lesson.
 - What are some ways to handle illegal questions about your disability on a job application or during a job interview?
 - What are some reasons a person might have for disclosing their disability on the job?

- What are some reasons a person might have for not disclosing their disability on the job?
- What are some benefits of disclosing your disability at work?
- Provide students time to add to KWL charts

STUDENT EVALUATION

1. Participation in class discussion
2. Participation in small group work/discussion
3. Entries on KWL chart as needed

Lesson 2

Using My New Skills at a Postsecondary School

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. Identify steps to obtain accommodations in postsecondary schools
2. Identify postsecondary schools of interest
3. Contact Disability Service offices at postsecondary schools
4. Demonstrate appropriate communications skills while contacting postsecondary schools

MATERIALS

1. KWL Chart
2. ME! Binder
3. Worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

LESSON OPENING

You have learned how to advocate for yourself during high school and on the job. What about colleges and Technology Centers?

- *How many of you plan to go to college or a tech center?*
 - Provide time and opportunity for students to discuss and share.
- *Do you have rights to accommodations at tech centers and colleges?*
 - Provide time and opportunity for students to discuss and share.
- *Everyone take a minute and add to the “know” and “want to know” sections of your KWL chart. Someone share something you know about accommodations at colleges or tech centers.*
 - Provide time and opportunity for students to discuss and share.
- *Someone share something you “want” to know about accommodations at colleges or tech centers.*

- Provide time and opportunity for students to discuss and share.

PROCEDURE

Class discussion point: Review differences in student rights and responsibilities in high school versus postsecondary schools.

- *Think back to Unit 4 when we learned about your rights and responsibilities. Do you have the same rights in postsecondary schools as you do in high school?*
 - No
- *What are some of the differences?*
 - Provide time and opportunity for students to discuss and share. Possible answers include:

High School	College/University/Tech Center
IDEA	ADA and Section 504
Schools identify students with disabilities in the school	Students must self-disclose their disability to the school
Student progress is monitored by the school	Student is responsible for monitoring his/her progress
Students have an IEP and IEP Team to make sure they receive accommodations and modifications	Student is responsible for seeking out accommodations

- *You will not have an IEP or IEP Team in college. However, there are people who can assist you. These people work in an office called the Office of Disability Support Services. The name of this office varies from school to school, but it is usually named something very similar to Office of Disability Support Services.*
- *What do you think the Office of Disability Support Services does for students?*
 - Office of Disability Support Services – The office at postsecondary schools that assists college students with disabilities to ensure that students have access to reasonable accommodations.

Discussion point(s): Use the following questions to guide a class discussion about services for students with disabilities attending college.

- *What is something you as the student are responsible for doing in order to get assistance from an Office of Disability Support Services?*

Possible answers:

- contact the office to register
 - disclose your disability
 - provide documentation of your disability
 - explain how your disability impacts your learning
 - provide a list of suggested accommodations
- *What is something you need to know or have before you can contact the Office of Disability at your school of choice?*
 - You need to have the contact information for the office you need to reach.
 - *How can you find the contact information?*

Possible answers:

- internet
- school counselor
- parents
- teachers
- friend
- phone book

Activity: Have students brainstorm a list of postsecondary schools they are interested in attending after high school. Develop a complete list of the schools identified by students. Divide students into pairs or small groups and have each pair/small group select one or two of the schools.

Handout: Distribute copies of worksheet 8-2: Requesting Accommodations at Postsecondary Schools.

- Inform students that they are responsible for locating the contact information for the schools they selected. Once they have the contact information, they must contact the school and get answers to the following questions.
 - What do I need to do to receive accommodations at your school?
 - Who is the person I should speak to if I have questions?
 - How long does the process take?

- Provide time and opportunity for students to work on this task. Students may need to complete this task as homework or during the next class.

LESSON CLOSURE

- Check each group’s progress on obtaining answers to activity questions.
- Have students put papers in their binders.
- Remind students that each group will present their results to the class during the next session.
- Provide time and opportunity for students to discuss and share.

STUDENT EVALUATION

1. Participation in class discussion
2. Participation in pairs/small group activities
3. Completion of worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Additions to KWL chart as needed

Lesson 3

Reporting My Findings

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. Identify the necessary steps for obtaining accommodations in postsecondary schools
2. Demonstrate appropriate communications skills while contacting postsecondary schools

MATERIALS

1. KWL Chart
2. ME! Binder
3. Worksheet 8-2 (completed)
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

LESSON OPENING

- Begin with student KWL charts. Review information from lesson 2 with an emphasis on accessing accommodations in postsecondary schools.
- Bring students' attention to the list of schools they identified during the last lesson. Remind students of who they are paired/grouped with and the schools they are responsible for contacting.

PROCEDURE

- Have students proceed with the activity from lesson 2 as needed. Once students have obtained the required information, they must present the information to the class.
- Have each pair/small group present their findings to the class. Provide time and opportunity for class discussion about similarities and differences among the schools.
- Have each pair/small group add their information to a master list to be shared with the entire class. This can be done as time permits during and after the lesson. The purpose of the master list is to provide each student a hard copy of the information from each group. This information should be included in each students' ME! binder.

LESSON CLOSURE

- Guide students to their KWL charts and the information they have added during this unit.
- Provide time and opportunity for students to discuss, share, and update the information on their charts.

Handout: Distribute Unit 8 Knowledge Quiz for completion.

STUDENT EVALUATION

1. Participation in class discussion
2. Participation in pair/small group activities
3. Additions to KWL chart as needed

A Plan for My Job

1. What skills do I need to do the job?

2. Does my disability prevent me from performing the job requirements?

3. If yes, could accommodations make the job doable for me?

4. If so, what accommodations would I need?

5. What are my legal rights as an employee with a disability?

Disclosing Your Disability

Why Tell?	
Why Not to Tell?	
Positive Outcomes (Good)	
Negative Outcomes (Bad)	

Legal or Not?

ADA Worksheet

Directions: Write an L in the blank if the question is legal or a NL if the question is not legal.

1. I noticed you are wearing glasses; do you have a visual impairment? _____
2. You will need to spend 5 to 6 hours a day working at a computer. Is there anything that prevents you from being able to do so? _____
3. Lifting 50 to 100 pounds several times a day is part of this job. Are you able to do so? _____
4. Have you undergone a psychiatric evaluation? What were the results? _____
5. Have you ever had heart surgery? _____
6. Do you have asthma or high blood pressure? _____
7. We are looking for someone to edit long reading passages is there anything that prevents you to do so? _____
8. You will be in direct contact with customers every day. Do you have any type of disability that is going to make that difficult for you to do? _____

5. E-

E-

O-

C -

Requesting Accommodations at Postsecondary Schools

Names of group members _____

1. List the name and contact information of the school(s) your group will contact for this activity.

School name: _____

Contact information: _____

School name: _____

Contact information: _____

Make sure you get answers to the following questions when you contact the school(s) listed above.

2. What do I need to do to receive accommodations at your school? _____

3. How long does this process usually take for new students? _____

4. Do you have any additional advice for a new student wanting to request accommodations at your school? _____

5. Who is the person I should speak to if I have questions? _____

Unit 8: Advocating For My Needs After High School
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. Section 504: _____

2. ADA: _____

Circle the correct answer.

3. During a job interview, an employer is allowed to ask if you have a disability.
True False
4. During a job interview, an employer is allowed to ask about your abilities and skills.
True False
5. There are laws that protect the rights of students with disabilities.
True False
6. Students have a legal right to accommodations at Tech Centers.
True False
7. Students have a legal right to accommodations at colleges.
True False

Provide a short answer for the following questions.

8. List three reasons why a person with a disability might choose to tell people at work about his/her disability.

9. List three reasons why a person with a disability might choose **NOT** to tell people at work about his/her disability.

Unit 8: Advocating For My Needs After High School
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. Section 504: Section 504 is an anti-discrimination law that requires schools to provide students with disabilities access to education.
2. ADA: ADA is a civil rights law that protects people with disabilities by requiring places to be accessible to people with disabilities.

Circle the correct answer.

3. During a job interview, an employer is allowed to ask if you have a disability.
True False
4. During a job interview, an employer is allowed to ask about your abilities and skills. **True False**
5. There are laws that protect the rights of students with disabilities.
True False
6. Students have a legal right to accommodations at Tech Centers.
True False
7. Students have a legal right to accommodations at colleges.
True False

Provide a short answer for the following questions.

8. List three reasons why a person with a disability might choose to tell people at work about his/her disability.

Answers will vary

9. List three reasons why a person with a disability might choose **NOT** to tell people at work about his/her disability.

Answers will vary

Unit 8

Scenario

Drew is a twenty-eight year old man living in California and working for a large company that produces chemicals for pest control services. Drew grew up in a small town in Oklahoma and attended college after high school graduation. Having dyslexia made school difficult for Drew and he often had to work twice as hard as his friends to pass his classes. Drew worked hard and earned a degree in fire safety and protection. During his last semester of college, Drew began applying and interviewing for jobs. He sometimes worried about how dyslexia would affect his future career, but he never considered disclosing his disability during a job interview or after being hired for a job. Drew was excited when he received a job offer and an opportunity to move to a new place.

Underline: Drew's age, Drew's disability, Drew's degree

Answer: Did Drew disclose (tell) anyone about his disability? Yes No

Drew's new job required him to supervise a large warehouse containing 16 large chemical tanks and a crew of six people. Each day the crew members would read gauges on the tanks, complete a check list, and take notes about the gauge information which was then given to Drew. He would use the information to calculate the amounts of different ingredients each tank needed to have added. Drew always read the information as soon as it was given to him. If he had questions about the written information, he would ask the crew member to clarify the information before they left his office.

Underline: Drew's specific duties on his job

For the first six months, his new job went well, then the company upgraded the gauge system on the tanks. Drew began receiving computer generated reports via email instead of handwritten reports from crew members. Drew had to read the reports and then email each crew member instructions on the ingredients to be added to each tank.

Underline: Drew's new job duties

The new reports Drew received were written in numbers and symbols, which were extremely difficult for him to read because of his dyslexia. Drew had an especially difficult time distinguishing the greater than and less than signs on the report. To make things worse, he no longer had a crew member there to ask clarifying questions—everything was to be completed via email. As a result Drew frequently made mistakes reading the information and in the instructions he gave to his crew. Before long, crew members began to complain to Drew about the mistakes. He was very stressed out about his situation, but decided he would just have to do his best to deal with it if he wanted to keep his job.

Underline: Problems Drew had

During the first couple of weeks, Drew's boss was understanding about the mistakes and assumed they would stop once Drew adjusted to the new system. Eventually, the mistakes became dangerous and costly to the company. In one case, Drew's mistake resulted in an employee receiving chemical burns from mixing the wrong ingredients together as well as ruining thousands of dollars worth of chemicals in the tank. Drew felt terrible and his boss was furious.

Underline: Consequences of Drew's actions

The next morning, Drew's boss called him into his office and fired him. He told Drew that he was disappointed with his recent job performance and had expected more from him based on his performance early on with the company. Drew apologized for the problems he had caused and explained that the combination of having dyslexia and the new system had made his once easy job almost impossible. His boss was surprised to hear this, because he never suspected that Drew had any type of disability.

Underline: What happened to Drew?

Unit 9: Developing My Resources

Lesson Overviews

Unit Purpose: The purpose of Unit 9 is to encourage students to develop and identify helpful resources for their ME! Books.

Lesson 1: Completing My Summary of Performance

Objectives

Students will:

1. identify purpose of the Summary of Performance
2. complete a Summary of Performance
3. identify appropriate uses of the Summary of Performance

Materials

1. Worksheet 9-1: A Summary of My Performance and Goals
2. YOU! Scale

Activities and Procedures: In this lesson students create a written document which concisely describes his/her disability, its impact on his/her daily life, ways he/she has learned to compensate, personal strengths, and his/her living, work, and educational goals. Students begin the lesson by sharing information from their KWL charts then move onto completion of worksheet 9-1: A Summary of My Performance & Goals. The teacher discusses reasons for having a summary of performance document and then reviews worksheet 9-1 with students. Next, students complete the worksheet as the teacher moves around the room answering questions and keeping students on task.

Student Evaluation:

1. Completion of worksheet 9-1: A Summary of My Performance & Goals
2. Additions to KWL chart as needed
3. Unit 9 Knowledge Quiz

Extension Activity: Have each student create a resume, cover letter, and application for his/her dream job. Access the following websites for great teaching tools for the creation of these resources: workkeys.com or okcis.intocareers.org.

Unit 9: Developing My Resources

COMMON CORE STANDARDS

– High School English Language Arts (Grades 9, 10, 11, & 12) –

Writing

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.9-10.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.9-10.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.9-10.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- e. [CCSS.ELA-Literacy.W.9-10.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Reading Informational Text

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Reading Literature

[CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Language:

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.

Lesson 1

Completing My Summary of Performance

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify purpose of the Summary of Performance
2. complete Summary of Performance
3. identify appropriate uses of the Summary of Performance

MATERIALS

1. Worksheet 9-1: A Summary of My Performance and Goals
2. YOU! Scale

LESSON OPENING

- Review KWL charts.
 - *In our last two units you learned how to advocate for yourself in high school and in job and education settings after high school. Lets take a minute to look at your KWL charts to review some of the things you learned.*
- Provide time and opportunity for students to discuss and share.

PROCEDURE

- *Today we are going to learn about something called the Summary of Performance also known as a SOP.*

Handout: Distribute worksheet 9-1: A Summary of My Performance and Goals to each student.

- *Has anyone ever seen or heard of a Summary of Performance?*
- Provide students time and opportunity to answer and discuss.
 - *The SOP is an important document because it describes your goals, disability, accommodations, and evaluation scores from high school. Having a completed SOP can help you participate in your IEP meeting and plan for the transition from high school to adult life. A well-written SOP can also help you when you go to postsecondary school by giving you helpful information when asking for accommodations.*

Lesson 1 – Completing My Summary of Performance and Goals

- *Let's take a minute and look at worksheet 9-1.*
- Facilitate discussion and answer questions students have about the document.
 - *The information in your ME! Book will be very helpful to you while you complete your SOP.*
- Move around the room to monitor student progress and answer questions as needed while students work individually or in pairs to complete their SOP.

Note to teacher: Have students use a computer to complete the SOP for a more professional document.

Handout: Distribute the YOU! Scale to each student.

- *Take this sheet home and have your parent/guardian answer each of the questions about you. Bring the completed sheet back to class with you tomorrow. When you bring it back, you will compare it to the first YOU! Scale your parent/guardian completed in unit 1.*

LESSON CLOSURE

- Ask students to answer the following questions aloud.
 - What are some reasons to have a well-written SOP?
 - How can you use your SOP after high school?
 - Does anyone have any questions about what we covered today?
 - Take out your student KWL chart and add your thoughts and questions to your chart.

Handout: Distribute Unit 9 Knowledge Quiz.

Extension Activity: Have each student create a resume, cover letter, and application for his/her dream job. Access the following websites for great teaching tools for the creation of these resources: workkeys.com or okcis.intocareers.org.

STUDENT EVALUATION

1. Completion of worksheet 9-1: A Summary of My Performance & Goals
2. Additions to KWL chart as needed
3. Unit 9 Knowledge Quiz

Summary of Performance

Overview

What is it?	
When is it completed?	
How can you use it?	
3 Types of Goals	

Self-Awareness Project Self-Evaluation Form

Use this form to evaluate yourself based on: (1) your project completion (2) your presentation (3) your participation during your peers' presentations.

Circle a number from 1 to 5 to rate your effort while completing each of the following tasks

	No effort	2	Some effort	3	4	My best effort
Worksheet 6-1b or 6-1c	1	2	3	4	5	
Research	1	2	3	4	5	
First draft	1	2	3	4	5	
Revised draft	1	2	3	4	5	
Presentation	1	2	3	4	5	
Peer-evaluations	1	2	3	4	5	

I am most proud of myself for _____

Something I would do differently next time _____

Use this section to evaluate the content of your presentation.

Did your presentation include:

Introduction YES NO

Description of strengths and abilities YES NO

Description of disability YES NO

Education goal YES NO

Employment goal YES NO

Living goal YES NO

An opportunity to ask the presenter questions YES NO

Please circle a number from 1 to 5 to rate your presentation/communication skills.

	Needs More Practice				Great
Eye Contact:	1	2	3	4	5
Posture:	1	2	3	4	5
Nonverbal:	1	2	3	4	5
Volume/Tone:	1	2	3	4	5
Organization:	1	2	3	4	5
Information:	1	2	3	4	5

I really liked _____

Something I could improve or change _____

Was I respectful to my peers while they presented? Explain _____

Was I disrespectful to my peers while they presented? Explain _____

A Summary of My Performance & Goals

Name: _____ Date of high school graduation: _____

Date of my most recent testing/evaluation: _____

MY PERFORMANCE

1. My disability is _____

2. Common characteristics of this disability include the following.

3. My disability affects me in the following ways (writing, reading, spelling, math, mobility, verbal communication, understanding others, etc.).

4. I have learned to compensate for these effects by using the following supports and accommodations.

5. My greatest strengths and abilities include the following.

MY GOALS

1. I plan to live _____

To reach my living goal I need to take the following steps:

First. _____

Second. _____

Third. _____

2. I plan to go to school or get training _____

To reach my education goal I need to take the following steps:

First. _____

Second. _____

Third. _____

3. I plan to work _____

To reach my employment goal I need to take the following steps:

First. _____

Second. _____

Third. _____

Child: _____ Parent/Guardian: _____

YOU! Scale

1. My child knows he/she is in special education.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
2. My child knows he/she has a disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
3. My child knows he/she has an IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
4. My child knows he/she has IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
5. My child knows his/her IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
6. My child has a copy of his/her IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
7. My child knows what accommodations are.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
8. My child explains his/her accommodations to his/her teachers.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
9. I feel good about my child's future.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
10. People with disabilities go to college.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
11. My child talks about his/her postschool goals and dreams.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
12. My child can explain to others how his/her disability impacts his/her school work.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
13. My child is comfortable telling others about his/her disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No

14. People with disabilities get good jobs after high school.

- a. Yes
- b. I think
- c. Not sure
- d. No

15. List 3 things your child is good at when he/she is at school.

- 1. _____
- 2. _____
- 3. _____

16. List 3 things your child needs help with when he/she is at school.

- 1. _____
- 2. _____
- 3. _____

17. List 3 things your child is good at when he/she is somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

18. List 3 things your child needs help with when he/she is somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

19. The most important thing in my child's life is: _____

Unit 9: Developing My Resources
Checking Your Knowledge Quiz

Circle the correct answer.

1. It is important for me to clearly define my goals. **True** **False**
2. Accomplishing my goals requires me to take multiple steps toward each goal.
True **False**
3. It is important to have a timeline for accomplishing each of my goals. **True** **False**

Provide a short answer for the following questions.

4. What is a Summary of Performance? _____

5. Describe one way you can use your completed Summary of Performance during high school. _____

6. Describe one way you can use your Summary of Performance after high school.

7. List three types of goals listed on your Summary of Performance.

a. _____

b. _____

c. _____

Unit 9: Developing My Resources
Checking Your Knowledge Quiz

Circle the correct answer.

1. It is important for me to clearly define my goals. **True** **False**
2. Accomplishing my goals requires me to take multiple steps toward each goal.
True **False**
3. It is important to have a timeline for accomplishing each of my goals. **True** **False**

Provide a short answer for the following questions.

4. What is a Summary of Performance? *The SOP is a document that describes a students goals, disability, accommodations, and evaluation scores.* _____
5. Describe one way you can use your completed Summary of Performance during high school. *Having a completed SOP can help a student participate in his/her IEP meeting and plan for the transition from high school to adult life.* _____
6. Describe one way you can use your Summary of Performance after high school.
A well-written SOP can help a student in postsecondary school by providing him/her with helpful information to share when asking for accommodations. _____
7. List three types of goals listed on your Summary of Performance.
 - a. *independent living* _____
 - b. *education* _____
 - c. *employment* _____

Unit 10: Putting It All Together

Lesson Overviews

Unit Purpose: The purpose of Unit 10 is to provide students an opportunity to analyze and reflect on their new skills and knowledge gained throughout the ME! Lessons.

Lesson 1: Assessing My Progress

Objectives

Students will:

1. compare YOU! Scale and ME! Scale responses
2. identify areas of improvement on both Scales
3. identify areas on the scales they would still like to improve

Materials

1. ME! Scale
2. YOU! Scale (completed from unit 9)
3. Worksheet 10-1: My Improvement Plan

Activities and Procedures: This lesson begins with a brief review of the Summary of Performance & Goals students completed during the last lesson and review and discussion of KWL charts. Next, students complete the ME! Scale, just as they did during Unit 1, and compare the answers on the two ME! Scales. Students then compare the YOU! Scale completed during the last lesson and the YOU! Scale completed during Lesson 1. After reviewing and discussing the scales, students complete worksheet 10-1: My Improvement Plan, as they did in Unit 1, to update their improvement plan.

Student Evaluation:

1. Completed YOU! Scale (from unit 9)
2. Completed ME! Scale
3. Worksheet 10-1: My Improvement Plan
4. Participation in class discussion

Extension Activity: Have students work in pairs or small groups to create their own critical thinking scenario.

Lesson 2: Assessing My Portfolio

Objectives

Students will:

1. identify possible challenges in their future and solutions to those challenges
2. organize their ME! Book according to the provided table of contents
3. identify items to add to their ME! Book
4. complete the ME! Scale

Materials

1. ME! binder
2. ME! Scale
3. YOU! Scale

Activities and Procedures: This final lesson provides students an opportunity to ask any unanswered questions, organize their ME! Book, and identify times and places to use their ME! Book in the future. It is crucial that the teacher reviews each student KWL chart before beginning this lesson. The information on student KWL charts, specifically, unanswered questions, is the basis of the beginning discussion of this lesson. After KWL discussion, students use the Table of Contents handout to ensure all necessary products and information are included and organized in their ME! Books. Next, students break into small groups to brainstorm ways to improve and use their ME! Books in the future. Each group then presents their ideas and suggestions to the class. As the final activity, students complete Unit 10 Knowledge Quiz, a comprehensive quiz covering all ten units.

Student Evaluation:

1. Participation in class discussion
2. Completion of ME! Scale
3. Organization of ME! Book

Extension Activity: This lesson does not include an extension activity.

Unit 10: Assessing My Progress & Portfolio

COMMON CORE STANDARDS

– High School English Language Arts (Grades 9, 10, 11, & 12) –

Writing

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.9-10.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.9-10.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.9-10.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- e. [CCSS.ELA-Literacy.W.9-10.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language:

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Lesson 1

Assessing My Progress

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. compare YOU! Scale and ME! Scale responses
2. identify areas of improvement on both Scales
3. identify areas on the scales they would still like to improve

MATERIALS

1. ME! Scale
2. YOU! Scale (completed from unit 9)
3. Worksheet 10-1: My Improvement Plan

LESSON OPENING

- Review SOP lesson and KWL charts.
 - *In our last lesson you learned about the Summary of Performance and created a copy for your ME! Book.*
 - *Does anyone have questions about the Summary of Performance?*
 - *Someone give me an example of how you can use your Summary of Performance during high school and/or after high school?*
- Provide time and opportunity for students to discuss and share.
 - *Lets take a minute to look at your KWL charts to review some of the things you learned.*
- Provide time and opportunity for students to discuss and share.

PROCEDURE

1. Students complete the ME! Scale then compare it to the one completed during unit 1.
 - **Handout:** Give each student a copy of the ME! Scale. It should typically take students five to ten minutes to complete the scale.
 - *I am giving each of you a copy of the ME! Scale. It is the same one you completed at the beginning of Unit 1. Take a few minutes to answer all of the*

questions listed. Remember, there are no right or wrong answers, just answers that are true for you!

- Provide students with an opportunity to share their answers or ask questions about the ME! Scale.
 - Have students take out the copy of their ME! Scale from Unit 1 and compare it to the one they just completed.
 - *Did you answer the questions differently this time?*
 - *What are some differences and similarities in your two scales?*
 - Provide students with an opportunity to share their answers or ask questions about the ME! Scale.
2. Students compare the completed YOU! Scales from Unit 1 and Unit 9.
- Have students take out the completed YOU! Scales they took home at the end of the last lesson.
 - Have students take out the copy of their YOU! scale from Unit 1 and compare it to the one completed during unit 9.
 - *Did your parent/guardian answer the questions differently this time?*
 - *What are some differences and similarities in the two YOU! Scales?*
 - Provide students with an opportunity to share their answers or ask questions about the Scales.
2. Students complete worksheet 10-1: My Improvements Plan (repeat of worksheet in unit 1)

Handout: Distribute worksheet 10-1: My Improvements Plan to each student.

- Go over instructions with the students.
- Encourage students to look at the worksheet they completed during Unit 1.
- How are their answers different this time?
- Provide time for students to complete the worksheet.
- Provide an opportunity for students to share their answers if they wish.
- Have students turn in completed worksheet 10-1: My Improvement Plan.

Extension Activity: Have students work in pairs or small groups to create their own critical thinking scenario.

During some of our units we learned about people like Jeremy who needed accommodations on his biology exam; and, Sonia struggling in her IEP meetings, Chris's problems communicating with his principle, and you during your first semester of college at OU. After each story you identified solutions for each person's problems. Now you are each going to create your own short story that identifies a problem you think you might have in the future or a problem you may have already experienced. Your story can be about high school, tech center, college, or a job. You need to tell the story, identify the problem, identify 1-3 solutions and then tell us why you choose this story.

Provide students time and opportunity to ask questions and complete task. Have each student or small group share their story, identified problem, and solutions to the problem.

LESSON CLOSURE

- Provide students time and opportunity to ask any questions they might still have.
- Have students place all completed papers in their ME! Book.
- Tell students that they need to make sure they have all completed work from all lessons in their ME! Book for the next lesson.

STUDENT EVALUATION

1. Completed YOU! Scale (from unit 9)
2. Completed ME! Scale
3. Worksheet 10-1: My Improvement Plan
4. Participation in class discussion

Lesson 2

Assessing My Portfolio

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify possible challenges in their future and solutions to those challenges
2. organize their ME! Book according to the provided table of contents
3. identify items to add to their ME! Book
4. complete the ME! Scale

MATERIALS

1. ME! binder
2. ME! Scale
3. YOU! Scale

LESSON OPENING

Note to teacher: It would be wise to review students' KWL charts prior to this lesson to ensure you have all necessary information to answer the questions students have identified during the units.

- Have students take out individual KWL charts.
 - *Throughout the last 9 units you have all used a KWL chart to keep track of your learning. Today we are going to take some time to review what you listed in each section of your charts. I want to make sure you all got answers to the questions you listed on your chart during our units.*
- Take the time to discuss student charts and answer all questions.

PROCEDURE

Activity: Have students use the table of contents from Unit 1 to facilitate the organization of student binders. Each student should make sure they have all items in their binders and in the correct labeled section.

- After students have organized their ME! Books have them each select 2 -3 items they think will be helpful in the future. Have each student share the items they selected with the class and explain how they plan to use the items in the future.

- Have students work in pairs or small groups to identify 2 – 3 additional items they would like to add to their ME! Book or 2 -3 ways they think they could improve their ME! Book. Have each group share their ideas with the class and explain why they think the additions or improvements would be beneficial.

LESSON CLOSURE

- Congratulate students on becoming self-aware advocates.
- Encourage students to add to their ME! Book in the future as they see appropriate.
- Remind students that their ME! Book can be helpful in work and school environments now and in the future.

Handout: Distribute Knowledge Quiz 10 (comprehensive of all 10 units) for completion.

STUDENT EVALUATION

1. Participation in class discussion
2. Organization of ME! Book
3. Completion of ME! Scale
4. Knowledge Quiz 10

Student: _____

Date: _____

ME! Scale

1. I know I am in special education.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
2. I have a disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
3. I have an IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
4. I have IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
5. I know my IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
6. I (or my parents) have a copy of my IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
7. I know what accommodations are.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
8. I can tell my teachers about accommodations I need in class.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
9. I feel good about my future.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
10. People with disabilities go to college.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
11. I can talk about my postschool goals and dreams.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
12. I can explain to others how my disability impacts my school work.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
13. I am comfortable telling others about my disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No

14. People with disabilities get good jobs after high school.

- a. Yes
- b. I think
- c. Not sure
- d. No

15. List 3 things you are good at when you are at school.

- 1. _____
- 2. _____
- 3. _____

16. List 3 things you need help with when you are at school.

- 1. _____
- 2. _____
- 3. _____

17. List 3 things you are good at when you are somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

18. List 3 things you need help with when you are somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

19. The most important thing in my life is: _____

Worksheet 1-2
My Improvement Plan

Name _____ Date _____

Take a minute to look at the items you circled on the ME! and YOU! Scales. You should have circled three items. Write those three items and the scale they came from below.

1. _____

2. _____

3. _____

Brainstorm ways you can include your parents, friends, family and school to help you improve on the items you listed above. You can make a list, a web, an outline or any other brainstorming method that works best for you.

Unit 10: Knowledge Quiz

MATCHING Mark the most appropriate answer.

- | | |
|----------------------------|---------------------------|
| a. Accommodation | h. Responsibilities |
| b. ADA | i. Rights |
| c. Barrier | j. Section 504 |
| d. Child Find | k. Self-advocacy |
| e. IDEA | l. Self-awareness |
| f. Nonverbal communication | m. Summary of Performance |
| g. Prejudice | n. Verbal communication |

- _____ 1. Knowledge a person has about himself or herself. Things he/she does well, needs to improve, enjoys, and or dislikes doing.
- _____ 2. The deliberate or purposeful choice to speak up for personal needs and/or ideas.
- _____ 3. Anything that prevents or hinders movement and/or action.
- _____ 4. Beliefs and/or attitudes people have toward other people and/or situations without knowledge and facts about those people or situations. (race, social class, gender, ethnicity, etc.)
- _____ 5. Adjustments or changes made to **how** a student completes his/her work. These changes and adjustments can include presentation, response, setting, time, and equipment.
- _____ 6. A federal law that requires schools to provide special education to students with disabilities.
- _____ 7. Part of IDEA that states that school districts are responsible for identifying students with disabilities.
- _____ 8. A document that describes a students goals, disability, accommodations, and evaluation scores.
- _____ 9. Things a person is accountable for.
- _____ 10. The use of written or spoken words to express thoughts or messages.
- _____ 11. The use of body language to express thoughts or messages.
- _____ 12. An anti-discrimination law that requires schools to provide students with disabilities access to education.
- _____ 13. A civil rights law that protects people with disabilities by requiring places to be accessible to people with disabilities.

TRUE & FALSE Circle the most appropriate answer.

- T F** 14. Self-awareness plays an important role in a person's ability to self-advocate.
- T F** 15. My communication skills influence how well others listen to me.
- T F** 16. War has influenced the way people in the United States view disability.
- T F** 17. There is only one type of IEP meeting.
- T F** 18. High school students with disabilities have a legal right to modifications.
- T F** 19. Postsecondary students with disabilities have a legal right to modifications.
- T F** 20. Colleges are responsible for finding out if a student has a disability.
- T F** 21. Section 504 and the ADA are both anti-discrimination laws that focus on access for individuals with disabilities.
- T F** 22. Good communication skills are an important part of self-advocacy.
- T F** 23. During a job interview, an employer is allowed to ask if you have a disability.
- T F** 24. During a job interview, an employer is allowed to ask about your abilities and skills.
- T F** 25. There are laws that protect the rights of students with disabilities.
- T F** 26. Students with disabilities have a legal right to accommodations at Tech Centers.
- T F** 27. Students with disabilities have a legal right to accommodations at colleges.
- T F** 28. Clearly defining one's goals is an important step in reaching those goals.
- T F** 29. Setting timelines is part of the goal setting process.

MULTIPLE CHOICE Circle the most appropriate answer.

30. How many people in the United States have a disability?
- a. 1 in 5
 - b. 1 in 10
 - c. 1 in 50
 - d. 1 in 100

31. The _____ section of an IEP describes testing results and how a student is doing in school.
- a. Goals and Objectives
 - b. Course of Study
 - c. Parent Concerns
 - d. Present Levels of Educational Performance
32. Which of the following is NOT a section on your IEP?
- a. Goals and Objectives
 - b. Parent Concerns
 - c. Strengths
 - d. Student Concerns

SHORT ANSWER Provide a brief answer for the following questions.

33. What does IEP stand for?

I _____

E _____

P _____

34. List at least 3 people who are part of your IEP team.

a. _____

b. _____

c. _____

35. The three types of postsecondary goals listed on an IEP are _____, _____, and _____.

36. What classes are listed on your Course of Study for next school year?

_____	_____
_____	_____
_____	_____
_____	_____

Unit 10: Knowledge Quiz TE

MATCHING Mark the most appropriate answer.

- | | |
|----------------------------|---------------------------|
| a. Accommodation | h. Responsibilities |
| b. ADA | i. Rights |
| c. Barrier | j. Section 504 |
| d. Child Find | k. Self-advocacy |
| e. IDEA | l. Self-awareness |
| f. Nonverbal communication | m. Summary of Performance |
| g. Prejudice | n. Verbal communication |

- ___l___ 1. Knowledge a person has about himself or herself. Things he/she does well, needs to improve, enjoys, and or dislikes doing.
- ___k___ 2. The deliberate or purposeful choice to speak up for personal needs and/or ideas.
- ___c___ 3. Anything that prevents or hinders movement and/or action.
- ___g___ 4. Beliefs and/or attitudes people have toward other people and/or situations without knowledge and facts about those people or situations. (race, social class, gender, ethnicity, etc.)
- ___a___ 5. Adjustments or changes made to **how** a student completes his/her work. These changes and adjustments can include presentation, response, setting, time, and equipment.
- ___e___ 6. A federal law that requires schools to provide special education to students with disabilities.
- ___d___ 7. Part of IDEA that states that school districts are responsible for identifying students with disabilities.
- ___m___ 8. A document that describes a students goals, disability, accommodations, and evaluation scores.
- ___h___ 9. Things a person is accountable for.
- ___n___ 10. The use of written or spoken words to express thoughts or messages.
- ___f___ 11. The use of body language to express thoughts or messages.
- ___j___ 12. An anti-discrimination law that requires schools to provide students with disabilities access to education.
- ___b___ 13. A civil rights law that protects people with disabilities by requiring places to be accessible to people with disabilities.

TRUE & FALSE Circle the most appropriate answer.

- T F 14. Self-awareness plays an important role in a person's ability to self-advocate.
- T F 15. My communication skills influence how well others listen to me.
- T F 16. War has influenced the way people in the United States view disability.
- T F 17. There is only one type of IEP meeting.
- T F 18. High school students with disabilities have a legal right to modifications.
- T F 19. Postsecondary students with disabilities have a legal right to modifications.
- T F 20. Colleges are responsible for finding out if a student has a disability.
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- T F 22. Good communication skills are an important part of self-advocacy.
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P Program

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a. Answers will vary

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36. What classes are listed on your Course of Study for next school year?

Answers will vary

_____	_____
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Answers will vary

_____	_____
_____	_____
_____	_____
_____	_____

Self-Awareness Project Peer Evaluation Form

Today you will evaluate each of your classmates' presentations based on content and presentation/communication skills. Complete this form for each of the presentations.

Presenter: _____ **Listener:** _____

Please circle a number from 1 to 5 to rate the presenters communication skills.

	Needs More Practice				Great
Eye Contact:	1	2	3	4	5
Posture:	1	2	3	4	5
Nonverbal:	1	2	3	4	5
Volume/Tone:	1	2	3	4	5
Organization:	1	2	3	4	5
Information:	1	2	3	4	5

Use this section to evaluate the content of this presentation.

Did the presentation include:

Introduction YES NO

Description of strengths and abilities YES NO

Description of disability YES NO

Education goal YES NO

Employment goal YES NO

Living goal YES NO

An opportunity to ask the presenter questions YES NO

I really liked _____

Something you could improve or change _____

IEP

Document that outlines the plan for a student's education

IDEA

A federal law that requires schools to provide special education to students with disabilities

Goals

Goals are things you, your family, and the school plan for you to achieve and these are written in your IEP

Objectives

Steps to reaching your goal

Accommodations

Changes made to HOW a student completes his/her work.

Modifications

Changes to WHAT a student is expected to do

Types of Meetings:

Eligibility Meeting

Meeting held to review student test scores and other information to determine if a student qualifies for special education

Annual Review

A yearly meeting held to review a student's IEP and progress made

Reevaluation Meeting

A meeting held every 3 years to review new testing results, IEP, and testing results

Transition Meeting

A meeting held to discuss and plan for a student's future.

Exit Meeting

Meeting held before graduation to review student progress and discontinue special education services

Acronyms Review

I-

E-

P-

I-

D-

E-

A-

F-

A-

P-

E-

S-

H-

A-

R-

E-

Individual (2x)

Eye contact

Education (3x)

Act

Plan

Disabilities

Free

Public

Have a nice tone

Appropriate

Activate your thinking

Relax

Sit or stand up straight

Special Education Laws

Review Sheet

<u>LAW</u>	<u>What it Says</u>
IDEA	
Child Find	
ADA	
Section 504	
FAPE	

Unit 4 and 5 Review Sheet

1. I D E A-

2. Child Find-

3. Rights-

4. Responsibilities -

5. Who can have modifications? High School Student College Student

6. Who can have accommodations? High School Student College Student

7. Who is responsible for finding students with disabilities? K-12 Schools or Colleges

8. Section 504, ADA – What are they?

9. F A P E-

10. Verbal Communication –

11. Nonverbal Communication-

12. One example of good communication-

13. One example of bad communication-

14. S H A R E

ME!
Unit 1 and Unit 2
Review

1. K-

W-

L-

2. Prejudice-

3. Accommodation-

4. 3 Types of Postsecondary Goals-

a. _____

b. _____

c. _____

5. IDEA-

6. F-

A-

P-

E-

7. S-

H-

A-

R-

E-

8. I-

E-

P-

9. One Strength-

10. One area you need to work on-

Acronyms Review

I-

E-

P-

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D-

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<u>LAW</u>	<u>What it Says</u>
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Child Find	
ADA	
Section 504	
FAPE	

ME!
Unit 1 and Unit 2
Review

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W-

L-

2. Prejudice-

3. Accommodation-

4. 3 Types of Postsecondary Goals-

a. _____

b. _____

c. _____

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6. F-

A-

P-

E-

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P-

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Unit 4 and 5 Review Sheet

1. I D E A-

2. Child Find-

3. Rights-

4. Responsibilities -

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7. Who is responsible for finding students with disabilities? K-12 Schools or Colleges

8. Section 504, ADA – What are they?

9. F A P E-

10. Verbal Communication –

11. Nonverbal Communication-

12. One example of good communication-

13. One example of bad communication-

14. S H A R E

THE 411_{ON} DISABILITY DISCLOSURE

A WORKBOOK FOR YOUTH WITH DISABILITIES

Contact the Career Visions Office to request copies of this publication.





The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) is composed of partners with expertise in disability, education, employment, and workforce development issues. NCWD/Youth is housed at the Institute for Educational Leadership in Washington, DC. The Collaborative is charged with assisting state and local workforce development systems to integrate youth with disabilities into their service strategies.

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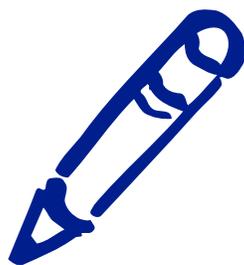
National Collaborative on Workforce and Disability for Youth. (2005). The 411 on Disability Disclosure Workbook. Washington, DC: Institute for Educational Leadership.



Information on the Collaborative can be found at <http://www.ncwd-youth.info/>.

Information about the Office of Disability Employment Policy can be found at <http://www.dol.gov/odep/>.

Information is also available at <http://www.disabilityinfo.gov/>, the comprehensive federal website of disability-related government resources



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This workbook provides the expertise about disclosing a disability, and you provide the expertise about yourself.



INTRODUCTION

When you opened this workbook, you made an important decision! You made a decision to learn about disability disclosure and what it can mean for you. This workbook provides the expertise about disclosing a disability, and you provide the expertise about yourself. This workbook does not tell you what to do. Rather, it helps you make informed decisions about disclosing your disability, decisions that will affect your educational, employment, and social lives. In fact, making the personal decision to disclose your disability can lead to greater confidence in yourself and your choices. Disclosure is a very personal decision, a decision that takes thought and practice. Both young people with visible disabilities and those with hidden (not readily apparent to others) disabilities can benefit from using this workbook.



This workbook is for you if

- you want to understand yourself better;
- you want to understand your disability better;
- you want to explain your disability better to others;
- you are deciding whether or not to disclose your disability;
- you have decided to disclose your disability but feel unprepared or uncomfortable with this challenge;
- you wonder if disclosing your disability could improve your educational, employment, and social lives.

The ultimate goal is for you to make an informed choice about disclosing your disability. Remember, this decision may change based on the particular person, situation or setting, and need for accommodations. Trust your instincts! The workbook introduces numerous examples of other young people struggling with the question of “to disclose” or “not to disclose.” If you decide to disclose your disability, we believe this “how to” workbook offers you the information and practice opportunities you will need to learn how to disclose most effectively. ENJOY!

SUGGESTIONS FOR USE

Each unit contains a general statement of purpose, useful terminology, a discussion section, and activities to allow you to understand and practice the ideas presented throughout the unit. As you move through each unit, you will gain the information necessary to make an informed decision about disclosure. We encourage you to complete the units in order, as the information in each unit is dependent on the information in previous units.

There is a sizeable amount of information to process and it may take several weeks to get through all of the units. It is important to become comfortable with many of the concepts, especially self-determination and informed choice, before moving on to other units concerning issues such as rights and

responsibilities and accommodations. While most of the activities can be completed individually, some of the activities are meant to be completed in a small group. Make sure you surround yourself with people you trust and who know you and your strengths.

The following units provide activities to help you make some very important disclosure decisions such as the following:

- Should I disclose?
- If I decide to disclose, who is an appropriate person to tell?
- When should I disclose?
- How much should I disclose?
- What should I disclose?

Unit 1:

Self-Determination... the BIG Picture

PURPOSE



The purpose of Unit 1 is to introduce you to the process and the value of self-determination: making informed decisions through reflecting on and building on your strengths. Terminology provided in this unit will help you better understand the topic of self-determination. A questionnaire will help you examine your strengths in the area of self-determination and to consider some skills you would like to enhance. We strongly suggest that you read the discussion section on page 1-3.

TERMINOLOGY



You may know some of these words already, or you may have just heard them in passing. First, define these words as you understand them. Then, check your definitions against the glossary located in the back of this workbook. Here are the terms used in Unit 1:

Accommodation	Goals (long-term and short-term)
Informed choice	Respect
Self-determination	Values

Accommodation _____

Goals (long-term and short-term) _____

Informed choice _____

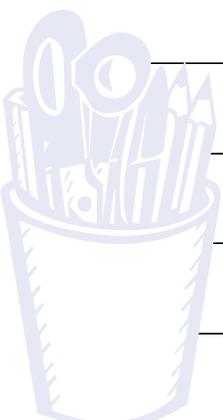
Respect _____

Self-determination _____

Values _____

NOTES





DISCUSSION



One of the key ways that adults define themselves and develop a sense of identity is through the many choices they have made throughout their lives. Young people as well as adults often struggle with the responsibility of making good decisions, oftentimes without accurate and complete information.

Teenagers make important choices such as choosing a part-time job, deciding which classes to take, selecting someone to date, and deciding what to do in their free time. These decisions aren't always easy. Although some of these decisions may only have short-term effects, other decisions will affect your life in the long term. You will make some of these decisions on your own, while you'll make other decisions in partnership with parents, friends, teachers, or advisors. Remember that some decisions must be made without having all of the necessary information available. Not all decisions can be well supported, but it's important to try to make the most informed decision.

Youth are rarely taught about **informed choice** while in high school. **Informed choice is the process of making a decision after considering relevant facts and weighing the pros and cons (positives and negatives) of the decision.** Making informed choices is a skill that must be practiced, encouraged, reflected upon (or thought about), and then practiced some more in order to be acquired. This process requires you to collect information before making a decision. You may be given information or you may research information on your own (perhaps by going online or talking to people).

◆

Self-determination is the desire, ability, and practice of directing one's own life. It is often referred to as "The BIG Picture" because it has so much to do with the person you are and the person you want to be.

◆

Informed decision-making is a skill that you will benefit from many times in your life when you are required to make crucial decisions.

Self-determination is the desire, ability, and practice of directing one's own life. It is often referred to as "The BIG Picture" because it has so much to do with the person you are and the person you want to be. You can think of it as an umbrella that covers the very important and personal matters that make up you. A self-determined person can set goals, make decisions, see options, solve problems, speak for him or herself, understand required supports, and evaluate outcomes (Martin & Marshall, 1996). Being a self-determined person helps you to make important choices and informed decisions in your life based on your abilities, interests, and attitudes. Self-determined people accept themselves, respect themselves, and **value** themselves for who they are and what they have to offer to others.

When people are self-determined, they can more easily identify their short-term and long-term personal **goals**. Sometimes short-term

goals are steps you take to get to your long-term goal. In addition, self-determined individuals understand that some personal goals (whether short-term or long-term) can be reached independently, while also recognizing that all people seek out others to help them achieve all their goals. **Self-determination empowers people to seek assistance when needed.**

One important decision that many young people face is whether or not to disclose their disability. The decision to disclose a disability belongs solely to the person with the disability. Disability disclosure is a very personal choice and should definitely be an informed choice. If you have a disability, **there are no requirements that you disclose your disability to anyone at any time**, but in order to receive accommodations at work or in school, you must disclose.

If you do not require **accommodations**, it is generally not necessary to disclose. A self-determined person with skills in making informed choices will be better equipped to

make this important decision about disclosure after trying some of the strategies like weighing the pros and cons and considering all the facts. If you decide to disclose your disability after thoughtful reflection on the subject, it is important to practice disclosing effectively with people whom you **respect** and trust, and who know you and your strengths well.

It's not easy to share information about your disability with others. This workbook was created to help you make an informed decision about whether or not to disclose information about your disability and to prepare you to disclose information about yourself and your disability in an effective manner if necessary.

Complete the questionnaire on the following page to see just how much you know about yourself and your disability. Your answers can lead to an interesting discussion about your strengths and limitations, and how to accentuate and improve your skills in certain areas.



ACTIVITY:
JUST WHAT DO YOU KNOW ABOUT YOURSELF AND YOUR DISABILITY?



Complete the questionnaire below.

For each question, check the box (Yes, Sometimes, or No) that best describes yourself

Questions	YES	SOMETIMES	NO
1. Do you know what you do well in school?			
2. Do you know what you do well outside of school?			
3. Can you easily explain your skills and strengths to other people?			
4. Do you know how you learn best?			
5. Do you inform your teacher how you learn best?			
6. Do you inform your employer how you learn best?			
7. Do you ask for help when you need it?			
8. Do you take responsibility for your own behavior?			
9. Do you feel proud of yourself?			
10. Do you set long-term and short-term goals for yourself?			
11. Do you create lists for yourself to help you achieve your goals?			
12. Are you present at your own IEP or 504 meetings?			
13. Do you participate in your own IEP or 504 meetings?			
14. Do you disclose your disability to others?			
15. Do you like the reaction you get when you inform someone about your disability?			
16. Do you practice disclosing your disability to others?			
17. Do you describe your disability differently depending on the setting or the people?			
18. Are there times you choose not to tell someone about your disability?			
19. Do you know what "reasonable accommodation" means?			
20. Do you know what accommodations you need in school in order to be successful?			
21. Do you know what accommodations you need on the job in order to be successful?			

Questions	YES	SOMETIMES	NO
22. Do you practice asking for the accommodations you need in school?			
23. Do you practice asking for the accommodations you need on the job?			

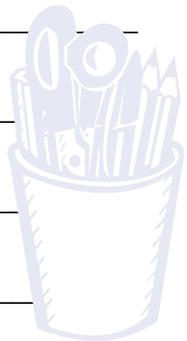
If you answered **YES** to many of the questions, you should be very proud of yourself! You definitely have a good sense of yourself and your disability. This means you're on the road to being a very self-determined individual! Of course you realize that there will always be room for improvement. Reflect on the questions you answered with a **NO**, and create some short-term goals designed to strengthen your areas of limitations.

If you answered **SOMETIMES** to many of the questions, you possess some very good skills in understanding yourself and your disability, but you have some specific areas that need to be developed. Once you have identified your strengths (the questions you answered with a **YES**), list the other areas that

need work (the questions you answered with a **NO**) and prioritize them. Decide which areas of need are most important to focus on right now, and create some short-term goals to begin to strengthen your weaker spots.

If you answered **NO** to many of the questions, you are at the beginning stage of understanding yourself and your disability. Take the next step and seek out others whom you trust and who know you well; ask them to help you sort out your areas of strengths and needs (you probably have more strengths than you realize). Share the results of the questionnaire with these individuals and ask them for assistance in developing some short-term goals for the purpose of gaining a better understanding of yourself.

NOTES 



ACTIVITY: SELF-DETERMINED SHORT-TERM GOALS



Areas of need can be turned into areas of strength if you make a conscious effort and understand that this transformation won't happen overnight. Look over the results on the questionnaire and determine the areas you need to work on. Then develop three short-term goals that address these areas of need. Read the example below before completing the activity.

Remember, the only goal you can't achieve is the one you don't attempt!

Example:

If you answered NO to Question #1 ("Do you know what you do well (what your strengths are) in school?"), you may need to reflect on your areas of strengths and get input about your strengths from others who are familiar with you, such as your friends, parents, coaches, teachers, and employers. Make a list of the strengths they mention and select three of these strengths to develop goals around.

For example, Mira has identified her strengths in the areas of math, computers, and art. She has also identified her area of need as explaining her disability.

Now, keeping these strengths in mind (for example, math, computers, and art) answer the following questions:

Question 1: How can I use my strengths to improve my areas of need?

Answer #1: Mira has difficulty describing her disability in writing or words (area of need), but she can use her artistic abilities to explain her disability through images. This would also show people that while she has a disability in some

areas, she still excels in other areas such as art.

Question #2: What short-term goals can I develop to highlight these strengths?

Answer #2: Mira can join an extracurricular activity, such as the school newspaper or volunteer to maintain the school website, or design sets for school plays.

Question #3: How can I use these strengths to reach my employment goals?

Answer #3: She can research which careers need people with strong skills in math, computers, and art. She may look into the graphic arts career field that interests her and highlights her skills. Maybe she can find a part-time job or internship in an art store or information technology firm.

Question #4: How can I use these strengths to reach my social goals?

Answer #4: Mira would like to broaden her circle of friends, but she finds it difficult to meet new people. She will try to meet a few new people in her extracurricular activities and at her part-time job who have similar interests. She could also invite someone to an art exhibit.

Question #5: How can I use these strengths to reach my academic/educational goals?

Answer #5: Mira wants to improve her grades in English class this semester. She could improve her grade by talking to her teacher about using her artistic or technical skills to supplement her writing assignments or using these skills to aid in writing her final assignment.

Now, you try:

List your strengths noted on the questionnaire and any other strength you have identified.

Talk with others and list the strengths that they mention. _____

Select three of these strengths to focus on in this activity.

1. _____

2. _____

3. _____

Focusing on these three strengths, answer the following questions:

Question 1: How can I use my strengths to improve my areas of need? _____

Question #2: What short-term goals can I develop to highlight these strengths? _____

Question #3: How can I use these strengths to reach my employment goals? _____

Question #4: How can I use these strengths to reach my social goals? _____

Question #5: How can I use these strengths to reach my academic and educational goals? _____

Unit 2: Disclosure...

What Is It and Why Is It So Important?

PURPOSE

The purpose of Unit 2 is to introduce you to the concept of disclosure. Terminology provided in this unit will help you better understand this topic. We strongly suggest that you read the discussion section on page 2-2.

TERMINOLOGY

You may know some of these words already, or you may have just heard them in passing. First, define these words, as you understand them. Then check your definitions against the glossary located in the back of this workbook. The following terms are used in Unit 2:

Confidential	Sensitive information
Disclosure	

Disclosure _____

Sensitive information _____

Confidential _____

DISCUSSION



When you tell someone something that was **previously unknown**, you are practicing **disclosure**. Disclosure comes from the word “disclose,” which means **to open up, to reveal, or to tell**. The term “disclosure” is used in different ways by different groups of people. For example, if you want to buy a house and need a loan, or if you need a loan for your college education, you must disclose, or share, your personal financial information with a loan officer at the bank. This information might include your income, savings and checking account information, any property you own, any debt you have, and any other relevant financial information.

When you disclose, **you are intentionally releasing personal information about yourself for a specific purpose**. Some personal information, such as your Social Security number, banking records, or medical records may be important to keep **confidential**. It is important to keep in mind that your decision to disclose, is personal and should be helpful to you. Remember that it is not essential to divulge specific personal information about your disability. What is most important and helpful is to provide information about 1) how your disability affects your capacity to learn and perform effectively, and 2) the environment, supports, and services you’ll need in order to access, participate in, and excel in your job, studies, and community. You must decide what and how much of this **sensitive information** is necessary to reveal in order to obtain the needed accommodations.

Here are some examples of disclosure. First, you might disclose your disability to a

◆

One of the most personal decisions you will make as a person with a disability is whether or not to tell someone about your disability.

◆

potential employer in order to receive needed job accommodations. Second, you might disclose your disability to new friends who have invited you to a concert because you need accessible seating close to the stage in order to see. Third, you might disclose your disability to your track coach because your math tutoring sessions overlap with track practice after school. Fourth, if you are applying for Social Security benefits, it is crucial for you to have your personal information related to your disability in order and ready to share with your benefits counselor. This may mean having your medical records, educational records, and recommendation letters organized. On the other hand, if you are applying for a disabled parking permit, you do not need to disclose all your medical and disability-related paperwork, but you only need to have a verification form completed by your medical doctor.

Let’s look at some examples in which an individual made the informed decision to disclose his or her disability in order to receive needed accommodations:

- Joe is deaf and will need an interpreter for a college interview.
- Joan, who is on the track team, has insulin-dependent diabetes and might need the

help of her teammates if her blood sugar is low.

- Carlo, who has attention deficit disorder (ADD), needs directions in written form because he misses steps when they are presented orally.
- Stephanie uses a wheelchair and has a personal assistant, who helps her with filing paperwork in vertical filing cabinets, to facilitate her job as a chief financial officer.
- Colleen has schizophrenia (which is

currently controlled with medication) and needs a private workspace or dividers in her work area to limit distractions and make her time at work more productive.

- Justin is autistic and needs a highly structured learning environment that focuses on his individual needs, which include development of social skills, language, and self-help.
- Melanie has dwarfism and needs a lower locker at school.

ACTIVITY



Effective disclosure occurs when you are knowledgeable about your disability and are able to describe both your disability-related needs and your skills and abilities clearly. Answering the questions below will help you effectively disclose your disability should the time come when you've decided disclosure is the best action.

Describe your disability-related needs: What needs related to your disability must be accommodated in order for you to be successful? For example, Sally needs all the written material at school and work to be in large print to accommodate her visual disability.



Describe your skills and abilities (think about what you do well at school, at home, at work, and in the community):

Scenario: Jesse has chosen to share information about his disability with his mentor at the manufacturing plant. He has decided to tell his mentor, Joe, about his poor reading skills and difficulty comprehending the new equipment training manuals. Jesse believes it is essential he tell Joe because he will need to miss work to attend training sessions that demonstrate use of the new equipment and verbally present the new information.

Now, think about **what** it is about yourself or your disability that may need to be revealed to the following people AND **why** it would be important to reveal information to this person about your disability:

College professor: _____

Potential employer: _____

New friend: _____

d. Community member (store owner, bank teller, police officer, etc.): _____

e. Family member: _____

Disability support service worker or coordinator: _____

NOTES 



Unit 3:

Weighing the Advantages & Disadvantages of Disclosure

PURPOSE



The purpose of Unit 3 is to help you determine the advantages and disadvantages of disclosing your disability. It is only after considering all of the options that you can make an informed decision. Terminology provided in this unit will help you better understand this topic. We strongly suggest that you read the discussion section on page 3-3.

TERMINOLOGY



You may know some of these words already, or you may have just heard them in passing. First, define these words as you understand them. Then check your definitions against the glossary that is located in the back of this workbook. The following terms are used in Unit 3:

Advantages	Impact
Disadvantages	Self-advocacy
Self-image	

Advantages _____

Disadvantages _____

Impact _____

Self-image _____

Self-advocacy _____

NOTES



DISCUSSION



Only **you** can decide whether or not you will want to disclose your disability (or any other sensitive information) to others. Read what one high school student had to say about the issue of disclosing a disability:

“I used to be ashamed about my disability and the fact that I couldn’t read very well or very fast, but as I have gotten older, I know that I need to explain how I work and learn best to my boss. Now, I feel like I am a good employee.”

As with most important informed decisions you will make during your lifetime, there are both **advantages** and **disadvantages** associated with the decision to disclose. On the one hand, disability disclosure can open up opportunities for you to participate in activities that you may have avoided (or in which you have been unable to participate), and help you put into place a strong support system. On the other hand, it’s downright scary to tell someone something personal when there are no assurances that they will react positively to your news.

What follows is a summary of advantages and disadvantages to disclosure. This list is by no means exhaustive, but it may give you some good information to think about. Remember, what may seem a disadvantage in one setting or situation may be an advantage in another.

Advantages of disclosure:

- It allows you to receive reasonable accommodations so that you can pursue work, school, or community activities more effectively.
- It provides legal protection against discrimination (as specified in the Americans with Disabilities Act).
- It reduces stress, since protecting a “secret” can take a lot of energy.
- It gives you a clearer impression of what kinds of expectations people may have of you and your abilities.
- It ensures that you are getting what you need in order to be successful (for example, through an accommodation or medication).
- It provides full freedom to examine and question health insurance and other benefits.
- It provides greater freedom to communicate should you face changes in your particular situation.
- It improves your **self-image** through **self-advocacy**.
- It allows you to involve other professionals (for example, educators and employment service providers) in the learning of skills and the development of accommodations.
- It increases your comfort level.

Disadvantages of disclosure:

- It can cause you to relive bad past experiences that resulted in the loss of a job or negative responses from your peers.

- It can lead to the experience of exclusion.
- It can cause you to become an object of curiosity.
- It can lead to your being blamed if something doesn't go right.
- It can lead to your being treated differently than others.
- It can bring up conflicting feelings about your self-image.
- It can lead to your being viewed as needy, not self-sufficient, or unable to perform on par with peers.
- It could cause you to be overlooked for a job, team, group, or organization.
- Disclosing personal and sensitive information can be extremely difficult and embarrassing.

Consider the list above and talk to people close to you, such as friends (both with and without disabilities), teachers, mentors, coaches, parents, and others. First, decide whether or not you will need reasonable accommodation(s) in the classroom, on the job, or elsewhere in your community. If you do, or if you think you might, consider the personal advantages of disclosure.

Next, consider developing a personal philosophy about disclosure. What does it really mean to be a person with a disability? How does it affect your life? Only **you** can answer that question, because even people with the **same** disability feel differently and experience things differently. Read below about one student's philosophy on disclosure.

In the next unit, you will learn about how the law protects you if you choose to disclose.



"My work mentor really convinced me that having a learning disability is nothing to be ashamed of. He made me realize that I'm not dumb, and I'm not stupid. I've learned that you must be an advocate for yourself, otherwise you get trampled. So, I go full force. It's something I've always done in my life; just get behind everything 110%. A cliché, but it's because with my disability I've always had to work harder, it seems, than everyone else."



ACTIVITY



Read each scenario carefully. Discuss and list some of the advantages and disadvantages to disclosing the sensitive information in each scenario.

Scenario 1 (Employment): Liz is 16 years old and eager to get her first real job. She has applied for a position working with five- and six-year-old children in an after-school day care program. The director of the program calls to tell Liz that she has the job and she wants Liz to come in and see her the next day. Liz wonders if she should tell the director that she was hospitalized after a seizure when she was 10 years old, but has not had one since then. Liz participates in several in- and out-of-school activities, and gets regular check-ups with her doctor. Think about the **impact** of Liz disclosing her seizure to her potential employer. What are the advantages or disadvantages of disclosing?

Advantages: _____

Disadvantages: _____

Scenario 2 (Postsecondary education): Calvin is extremely shy but excited about starting college. He is registering for his first semester of classes and realizes that all freshmen are required to take public speaking. Calvin stutters severely when he speaks, especially around new people. Consider Calvin's self-image and his concern about his stuttering. Would it be to Calvin's advantage or disadvantage to disclose his disability to his potential professors, classmates, and roommates?

Advantages: _____

Disadvantages: _____

Scenario 3 (Social setting): Brandy has cerebral palsy and requires the use of a wheelchair. Brandy has been invited to a pool party by one of her classmates on the weekend. Brandy cannot swim without help. If she goes to the pool party, someone will have to accompany her in the water, and all her friends will see. Think about the impact of Brandy's disclosing her disability to her friends. What are some of the advantages or disadvantages of disclosure?

Advantages: _____

Disadvantages: _____

ACTIVITY: FAMOUS PEOPLE MATCHING



Complete the matching activity below and reflect on how these famous people have surpassed the expectations of others to become leaders in their fields. The following famous people are individuals diagnosed with specific learning and other disabilities. Match each paragraph to the person it best describes. Write the letter of the correct person's name in the blank to the left of the paragraph. The answers are provided at the end.

- | | | |
|---------------------|----------------------|-------------------|
| a. Thomas Edison | f. Cher | k. Harriet Tubman |
| b. Agatha Christie | g. Tom Cruise | l. Marlee Matlin |
| c. Albert Einstein | h. Ann Bancroft | m. Chris Burke |
| d. Whoopi Goldberg | i. Walt Disney | n. Lucille Ball |
| e. James Earl Jones | j. Leonardo Da Vinci | o. Carrie Fisher |

- _____ I am currently a very popular movie star. Some of the movies I have starred in are "Jerry Maguire," "Top Gun," and "The Last Samurai." I learn my lines by listening to a tape because I have dyslexia.
- _____ Fans remember me best for my performance in the movies "The Color Purple" and "Sister Act," but I am also a comedian. I have struggled with a learning disability all my life.
- _____ I was slow in school and had a hard time doing my work. I didn't do anything well until I realized a real strength of mine was drawing. I became a well-known cartoonist and movie producer. Some famous amusement parks have my name.
- _____ I have always had to deal with my disability. My weakest area has always been math. However, even though I cannot balance a checkbook, I have become a movie star and won an Oscar for my lead in "Moonstruck." My daughter, Chastity, has learning disabilities, too.
- _____ When I was a child, an overseer struck me. The blow fractured my skull causing me to have narcolepsy for the rest of my life. I rescued hundreds of slaves through the Underground Railroad.
- _____ As a boy, I had such a severe stutter that, for eight years, I refused to talk and was functionally mute. Today, I am the voice of CNN and Bell Atlantic. I am also known for being the voice of Darth Vader in the original "Star Wars" movie.
- _____ I love to write mystery stories and plays. One of my favorite plays is "The Mousetrap." My learning disability is in the area of writing. My disability is so severe that I dictate my stories for others to type for me.
- _____ I am the first hearing-impaired actress to win an Oscar. I won a 1987 Academy Award for Best Actress in "Children of a Lesser God."

- | | | |
|----------------------------|-----------------------------|--------------------------|
| a. Thomas Edison | f. Cher | k. Harriet Tubman |
| b. Agatha Christie | g. Tom Cruise | l. Marlee Matlin |
| c. Albert Einstein | h. Ann Bancroft | m. Chris Burke |
| d. Whoopi Goldberg | i. Walt Disney | n. Lucille Ball |
| e. James Earl Jones | j. Leonardo Da Vinci | o. Carrie Fisher |

9. ____ I always had trouble learning. My teachers said I was “obnoxious” and had “artistic talent.” During my lifetime, my artistic talent was expressed through architecture, painting, sculpture, and engineering. One of my best-known paintings is the Mona Lisa.
10. ____ I had to struggle in school with dyslexia. I was part of a polar expedition in 1986 and was the first woman to reach the North Pole.
11. ____ My teachers thought I was slow and a dreamer. I didn’t learn to read until I was nine. I couldn’t get into college until I spent an extra year in preparation. After many failed jobs, I developed the theory of relativity.
12. ____ Because my head was very large at birth, people thought I was abnormal. My mother took me out of school and taught me. As an adult, I created the electric light bulb and the phonograph.
13. ____ I was known as the “Queen” of physical comedy. I had severe rheumatoid arthritis as a young woman while working as a model. I went on to star and produce a hit comedy on television with my husband Desi Arnaz.
14. ____ I was born with Downs Syndrome and the doctors told my parents that I should be placed in an institution. My parents ignored the doctor’s advice and I grew up to be a television star and public speaker on disabilities. I played Corky on “Life Goes On.”
15. ____ I was known for playing Princess Leia in the Star Wars series. I have a mental illness called manic depression and now take daily medication to help me.

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Answers:

- | | | |
|-------------|--------------|--------------|
| 1. g | 6. e | 11. c |
| 2. d | 7. b | 12. a |
| 3. i | 8. l | 13. n |
| 4. f | 9. j | 14. m |
| 5. k | 10. h | 15. o |

Unit 4:

Rights & Responsibilities Under the Law

PURPOSE



The purpose of Unit 4 is twofold: first, to provide you with an overview of how systems and protective laws change when you leave high school and enter the “adult world;” and second, to provide you with a basic overview of the Americans with Disabilities Act and how this law pertains to your life as a person with a disability. Terminology provided in this unit will help you better understand these topics. We strongly suggest that you read the discussion on page 4-3

TERMINOLOGY



You may know some of these words already, or you may have just heard them in passing. First, define these words as you understand them. Then check your definitions against the glossary that is located in the back of this workbook. The following terms are used in Unit 4:

Accessible	Disability (under the ADA)	Free appropriate public education (FAPE)
Adult services	Discrimination	Hidden disabilities
Compensatory Strategies	Eligibility	Visible disabilities
	Entitlement	

Accessible _____

Adult services _____

Compensatory Strategies _____

Disability (under the ADA) _____

Discrimination _____

Eligibility _____

Entitlement _____

Free appropriate public education (FAPE) _____

Hidden disabilities _____

Visible disabilities _____

NOTES



DISCUSSION



Have you ever broken a bone, had a cast, or needed to use crutches, a brace, or a sling? What was it like for you? What kind of help did you receive from friends, family, and teachers? Maybe people opened doors for you, helped you copy down your homework, or provided extra time to complete assignments. Temporary conditions such as broken bones are short term and generally heal over time. A disability, on the other hand, is constant and life-long.

Some disabilities are **visible** which means they can be seen by others (for example, if you use a wheelchair or the service of a guide dog), while some disabilities are **hidden** (such as learning disabilities, ADD/ADHD, epilepsy, depression, or bipolar disorder). Some people are born with disabilities while others acquire their disabilities later in life.

Believe it or not, the term “disability” is not easily defined. **Disability is defined one way for students up through twelfth grade, and in a different way for individuals in postsecondary education and the work world.**

IDEA Definition of Disability:

The Individuals with Disabilities Education Act or IDEA defines “disability” for young people up through twelfth grade. Further, the IDEA identifies 13 categories of disability. These federal categories help states to determine who is eligible for special education supports and services in public schools.

The IDEA recognizes these 13 categories of disability:

Disability is defined one way for students up through twelfth grade, and in a different way for individuals in postsecondary education and the work world.

Autism, Deaf-blindness, Deafness, Emotional disturbance, Hearing impairment, Mental retardation, Multiple disabilities, Orthopedic impairment, Other health impairment*, Specific learning disability, Traumatic brain injury, Speech or language impairment, Visual impairment including blindness

** Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) as a primary disability is often placed in this category of Other Health Impairment.*

For more detail on the definition of each category, see <http://ericec.org/digests/e560.html>.

In addition, the IDEA mandates that young people with disabilities are entitled to a **free appropriate public education (FAPE)**. This means that if you are receiving special education services the services, supports, and accommodations you need will be provided at no cost to you.

While you are in elementary or secondary school, a team of people works on your behalf to make sure that you receive the most

appropriate education. At least once a year, this team (including you and your parents) meets to make sure that you are showing progress and receiving the needed accommodations to be successful in your classes. An **Individualized Education Program (IEP)**, a set of personal goals and objectives, is developed for the next school year based on the meeting's conversation and your plans for the future. While you are in school, there is no need for you to ASK for accommodations because the IDEA says they must be arranged and provided for by the team of people working on your behalf. In other words, you are not required to self-disclose your disability in order to qualify for the supports and services available.

However, **after high school, the only way you will receive the accommodations you might need is to ask for them yourself.** This is why we're making such a big deal about being self-determined. Remember, if you received supports in high school, it is probably due to family members and professionals making decisions (with and for you) based on the laws surrounding IDEA (the law that created the special education system that exists today) and you didn't need to request the supports. The laws protecting you while you are in elementary and secondary school are laws around an **entitlement** system. The focus remains on your disability and what the best educational program should be based on your strengths and needs. The services provided to you may change over time depending on a lot of factors, including your progress and new federal policy initiatives. Essentially, the process remains the same from year to year and you meet every year with your family and professionals to establish a plan for the next year.

ADA Definition of Disability:

When you graduate or exit from the public school system, the **way you are defined as a person with a disability changes** as do the laws that protect you and provide for the accommodations you may need to be successful in postsecondary institutions or in the workplace. While IDEA is the law that seemed to protect you while you were in school, other laws such as the Americans with Disabilities Act, the Workforce Investment Act, and the Health Insurance Portability and Accountability Act protect you when you exit school and enter college, adult education, and work world.

A person qualifies as having a disability under the Americans with Disabilities Act (ADA) if they meet at least one of the following three conditions:

1. A physical or mental impairment that substantially limits one or more major life activities (such as walking, talking, seeing, reading, learning, working, etc.);
2. A record of such impairment (for example, people with a history of cancer or mental illness); or
3. A perception by others as having an impairment (such as a person with a disfiguring facial scar, or a person rumored to be HIV positive).

When you exit school and enter college, adult education, or the world of work, the **only way you can receive the accommodations you need is to ask for them yourself.** That is why it's important to understand yourself, your disability, and your accommodation needs for both postsecondary settings and work. It is also important to understand the laws that protect you in case you decide to disclose

your disability. The purpose of the ADA is to extend to people with disabilities civil rights protections similar to those already available to people on the basis of race, color, national origin, and religion through the Civil Rights Act of 1964.

Basically, the ADA prohibits **discrimination** on the basis of disability in five general areas:

- Private sector employment
- Activities of states and local governments
- Places of public accommodation
- Transportation
- Telecommunication services

Prior to the passage of the ADA in 1990, it was legal for businesses to discriminate against people with disabilities in these situations. The ADA was enacted because people felt there needed to be a law that prohibits (or makes illegal) discrimination against people with disabilities.

Now fast forward to high school graduation or exit. The adult world is a very different place than high school. It is at this time that you will be entering a system of eligibility; this means that you must meet certain requirements to participate in this system. This system is quite different from a system of entitlement (one in which certain benefits, services, or programs are expected to be provided because it is written as law). It is at this time that you and your family are faced with an array of adult service providers, postsecondary institutions, and others who are all asking one question: Do you meet the eligibility requirements of this program? Of course, various programs may offer different services and have different eligibility

requirements. You are left to try to determine which will be the most beneficial to you, and whether you are eligible for those programs. **Once you graduate or exit high school, you are no longer ENTITLED to services and supports; rather, you become ELIGIBLE for adult services and supports based on your particular situation, your disability, and your ability to disclose necessary information.**

Remember that graduation or exit from high school doesn't mean that the services and accommodations you needed while in high school aren't needed anymore. Lots of young people think that once they leave school their disability is unimportant or disappears. They haven't figured out that the academic services and accommodations they received while in high school will be needed for life (although, of course, in different ways).

On the other hand, some of you may have developed **compensatory strategies** (things that you did to help you balance for certain troubles you were having) while you were in high school, and have a good handle on what you need to be successful in college or on the job. For example, perhaps you tend to forget information that is presented visually, but can remember information when it is presented orally. A compensatory strategy would be to use a tape recorder during classes and to rely on verbal instructions to relay information.

Keep in mind that although there are laws in place that entitle you to services and supports while you are in high school, once you leave school and are in the system of eligibility, you still can receive protections against discrimination due to your disability. You have certain rights that allow you to challenge decisions made concerning your eligibility.

One example is the non-discrimination clause of the **Workforce Investment Act (WIA)**. The non-discrimination clause, which is in place to protect individuals from discrimination, states that “no individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with, any such program or activity because of race, color, religion, sex, national origin, age, disability, or political affiliation or belief.”

Another example is the **Health Insurance Portability and Accountability Act (HIPAA)**. This act was made into law in 1996, and it protects you and your family by allowing your health insurance to continue despite changes in employment status or transition periods between jobs. In addition, HIPAA addresses the security and privacy of your health records. There are now rules and limits on who can look at and receive your health information. Some of the information that is protected includes the following:

- Information your doctors, nurses, or other health care professionals put in your medical record;
- Conversations your doctor has about your care or treatment with nurses and others;
- Information about you in your health insurer’s computer system; and
- Billing information about you at a health care facility.

Another example is the **Client Assistance Program (CAP)**. This service can assist and advocate for you if you are having concerns or problems with Vocational Rehabilitation or the Commission for the Blind or Independent Living Centers. CAP can provide assistance in several ways:

- Informing and advising you of benefits available under the Rehabilitation Act;
- Helping you communicate your concerns to your counselor;
- Helping you resolve your concerns if you disagree with a decision;
- Helping you understand the rules, regulations, and procedures of an agency; and
- Protecting your rights under the Federal Rehabilitation Act.

Additional information summarizing some of the pieces of legislation that we talked about in Unit 4 as well as information summarizing pieces of legislation that may potentially affect you in the future, is available in Appendix B in the back of this unit beginning from page 4-16 to 4-18.

ACTIVITY: DEFINING YOUR DISABILITY



The following activity is designed to help you define your disability in order to understand yourself better and begin to identify some of the accommodations you may need after leaving high school. Use these questions and prompts to begin thinking about these important issues.

1. In your own words, describe what the term “disability” means to you. _____

2. Describe your disability in clear, concise terms. _____

3. Describe how your disability may affect your postsecondary education efforts. _____

4. What accommodations, if any, will you need in college? (Think about what structures or services were put in place for you at school to help you perform on the same level as the rest of your classmates.)

5. Describe how your disability may affect your work performance. _____

6. What accommodations, if any, will you need at work? (Remember that many of the skills necessary in school are also necessary at work.)

NOTES





ACTIVITY:
RECOGNIZING DISCRIMINATION



Recognizing discrimination when it occurs is an important first step in confronting and eliminating it. Read the following examples and identify who is being discriminated against and in what way. Reflect on how you would feel if you were the person with the disability in each example. How would you handle the situation?

Laura goes to a restaurant.

Laura goes with her friends to a pizza parlor. There are stairs to the entrance but no ramp. When Laura and her friends request assistance to get into the building, the manager refuses, citing liability risk.

Your reaction: _____

John applies for a job.

John wants a job after school to earn money to buy his first car. He goes to a local sub shop and asks for an application. He has trouble completing the job application because of his learning disability in reading. He asks if the application could be read to him. The personnel director says, "No, you must complete the application on your own."

Your reaction: _____

Tyrell enrolls in a class.

Tyrell has a learning disability. He is a freshman in college and is required to take a writing course. His disability makes it very difficult to complete his writing assignments on time. When he discloses his disability to the professor, the professor suggests he withdraw from the class.

Your reaction: _____

NOTES 



ACTIVITY:

SMALL GROUP POSTER ACTIVITY



Using the basic facts about the ADA on pages 4-14 to 4-15 in Appendix A at the back of this unit, form a small group and develop a collage poster on one of the five Titles of the ADA using pictures and words from magazines, newspapers, the Internet, or other sources. Remember that the collage is meant to communicate information about the selected Title to its viewers. Here are some suggestions for getting started.

- **Employment Group (Title I):** Think about all of the different steps it takes to get a job (that is, everything from the application to the interview). Think about the employers who have responsibilities under the ADA and the individuals who are protected.
- **State and Local Government Group (Title II):** Think about all the activities in your community that are funded by the state or local government. Consider the rights and responsibilities of both individuals with disabilities and government entities (including schools and transportation).
- **Public Accommodations Group (Title III):** Read through the description of public accommodations and find pictures and words reflecting these supports and services.
- **Telecommunications Group (Title IV):** Think about the groups of people with disabilities that use telecommunication tools and assistive technology most often at school and in the workplace. Include information about a relay center.
- **Miscellaneous Provisions Group (Title V):** Think about requirements relating to the conditions surrounding insurance, construction, and design regulations by the U.S. Access Board.

NOTES



ACTIVITY:

IDENTIFYING ADULT SERVICE PROVIDERS & ELIGIBILITY CRITERIA



In the beginning of this unit, we presented the different legal definitions of disability. Believe it or not, there are even more ways to define disability in the adult-services world. The definitions reflect “eligibility criteria” such as your financial situation, the severity of your disability, and your age, among other characteristics. In order to be eligible for adult services, you need to meet the eligibility criteria established for **each** specific service you are requesting. In this activity, you will explore your own

eligibility and the services you might benefit from. **First**, create a list of adult service providers in your community (there are lines to identify 10 providers in your community — you might or might not fill in all 10 lines). **Second**, choose three services you are most likely to need as an adult and research their specific eligibility criteria. You should use the following resources (and any others you think of) to obtain this information: websites, telephone calls, letters, and email. Keep this information for future reference.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Agency #1: _____

Contact person: _____

Telephone and email: _____

Eligibility criteria: _____

How to apply for services: _____

Agency #2: _____

Contact person: _____

Telephone and email: _____

Eligibility criteria: _____

How to apply for services: _____

Agency #3: _____

Contact person: _____

Telephone and email: _____

Eligibility criteria: _____

How to apply for services: _____

NOTES



Unit 4:

Appendix A

Basic Facts about the Americans with Disabilities Act

Title I – Employment

- Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.
- Employers can ask about one’s ability to perform a job, but prior to offering a job they cannot inquire if someone has a disability or requires medical examinations.
- Employers cannot use tests that tend to screen out people with disabilities unless the tests measure job-related skills.
- Employers need to provide “reasonable accommodation” to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.
- Employers do not need to provide accommodations that impose an “undue hardship” on business operations.
- Who needs to comply:
 - Private employers with 15 or more employees.
 - State and local government employers, regardless of how many employees they have.

Title II – State and Local Governments

- State and local governments may not discriminate against qualified individuals with disabilities.
- State and local government agencies must make reasonable modifications to their policies and procedures to allow equal opportunities for individuals with disabilities to participate.
- All government facilities, services, and communications must be accessible consistent with the requirements of section 504 of the Rehabilitation Act of 1973.
- All new construction must be accessible.
- New public transit buses must be accessible to individuals with disabilities.
- Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus services, unless an undue burden would result.
- Existing rail systems must have one accessible car per train.
- New rail cars must be accessible.
- New bus and train stations must be accessible.

- Key stations in rapid light and commuter rail systems must be made accessible by July 26, 1993, with extensions up to 20 years for commuter rail (30 years for rapid and light rail).
- All existing Amtrak stations must be accessible by July 26, 2010.

Title III – Public Accommodations

- Private businesses such as restaurants, hotels, banks, and retail stores may not discriminate against individuals with disabilities.
- Auxiliary aids and services must be provided to ensure effective communications with individuals with vision or hearing impairments, unless an undue burden would result.
- Physical barriers in existing facilities must be removed, if removal is readily achievable. If removal is not readily achievable, alternative methods of providing the services must be offered, if they are readily achievable.

- All new construction and alterations of facilities must be accessible.

Title IV – Telecommunications

- Companies offering telephone service to the general public must offer telephone relay services to individuals who use telecommunications devices for the deaf (TDDs) or similar devices.
- All television public service announcements produced or funded in whole or in part by the federal government include closed captioning.

Title V – Miscellaneous Provisions

- Title V includes information regarding the ADA’s relationship with other federal and state laws such as the Rehabilitation Act of 1973.
- Retaliation and coercion are prohibited.
- The U.S. Congress and the agencies of the federal legislative branch are covered; discrimination against individuals with disabilities is prohibited in employment and other programs.

NOTES 

Unit 4: Appendix B

Summary of Legislation

Legislation	Summary	Resource
Americans with Disabilities Act (ADA)	The ADA prohibits discrimination on the basis of disability in employment, public entities, public accommodations, transportation, telecommunications, and recreation.	http://www.ada.gov
Assistive Technology (AT) Act	<p>The Assistive Technology Act requires states and territories to conduct activities related to public awareness, interagency coordination, technical assistance, and training and outreach to promote information about and access to assistive technology devices and services.</p> <p>The AT Act also authorizes the Assistive Technology Alternate Financing Program to assist people with disabilities in accessing the technology that they need.</p>	<p><i>AT Act:</i> http://www.section508.gov/docs/AT1998.html</p> <p><i>Assistive Technology Alternate Financing Program:</i> http://www.resna.org/AFTAP/state/index.html</p>
Developmental Disabilities Assistance and Bill of Rights Act	The Developmental Disabilities Assistance and Bill of Rights Act requires that people with developmental disabilities and their families receive the services and supports they need and participate in the planning and designing of those services.	http://www.acf.hhs.gov/programs/add/DDACT2.htm
Individuals with Disabilities Education Act (IDEA)	<p>The IDEA guarantees youth with disabilities FAPE. Individuals are entitled to an education and related services.</p> <p>Services detailed in IDEA include transition services and planning, individualized education programs, early intervention services, due process provisions, disciplinary services, and alternative education programs.</p>	http://www.ed.gov/offices/OSERS/Policy/IDEA/the_law.html

Legislation	Summary	Resource
<p>Social Security</p>	<p>Supplemental Security Income (SSI) is a federal income supplement program designed to help aged, blind, and disabled people with limited income.</p> <p>There are a number of work incentives designed to help people on SSI and SSDI transition to work, including the following:</p> <p>The <i>Student-Earned Income Exclusion</i> supports the ability of transition-aged youth to work and have earnings through work-based learning programs that are integrated into educational programs.</p> <p>A <i>Plan for Achieving Self Support (PASS)</i> allows a person with a disability to set aside income for a given period of time to achieve an employment goal.</p>	<p>http://www.ssa.gov</p> <p><i>Additional information on work incentives can be found at</i> http://www.ssa.gov/work</p>
<p>Ticket to Work and Workforce Investment Improvement Act (TWWIIA)</p>	<p>The TWWIIA program offers SSA disability beneficiaries greater choice in obtaining the services they need to help them go to work and attain their employment goals.</p>	<p>http://www.socialsecurity.gov/work/Ticket/ticket_info.html</p>
<p>Workforce Investment Act (WIA) and the Vocational Rehabilitation Act</p>	<p>The Workforce Investment Act provides coordinated, effective, and customer-focused workforce development and employment services to be delivered through One-Stop Career Centers.</p> <p>Title I of WIA provides for services to youth, adults, and dislocated workers. The youth provisions of Title I of WIA require states and localities to provide a comprehensive workforce preparation system that reflects the developmental needs of youth.</p> <p>Section 188 of Title I makes it illegal to discriminate against people with disabilities in employment and training programs, services, and activities receiving funds under WIA.</p>	<p>http://www.doleta.gov/usworkforce/</p> <p><i>One-Stops:</i> http://www.onestops.info</p> <p>http://www.dol.gov/oasam/programs/crc/section188.htm</p>

Legislation	Summary	Resource
<p>Workforce Investment Act (WIA) and the Vocational Rehabilitation Act (continued)</p>	<p>Title IV of WIA contains the entire Rehabilitation Act, comprised of the vocational rehabilitation program as well as the supported employment and independent living programs.</p> <p>Section 504 of the Rehabilitation Act prohibits discrimination based on disability in federally funded and federally conducted programs or activities in the United States.</p> <p>Section 508 of the Rehabilitation Act requires federal agencies to assure the accessibility and usability of their electronic and information technology</p> <p>Vocational Rehabilitation assists individuals with disabilities who are pursuing meaningful careers through local job searches and awareness of self-employment and telecommuting opportunities.</p> <p>Independent Living Centers are community-based organizations run by and for people with disabilities, which offer systems advocacy, individual advocacy, peer counseling, information and referral, and independent living skills training.</p>	<p><i>Section 508:</i> http://www.Section508.gov</p> <p><i>Rehabilitation Services Agency:</i> http://www.ed.gov/about/offices/list/osers/rsa/index.html</p> <p><i>Independent Living Centers:</i> http://www.ilusa.com/links/ilcenters.htm</p>
<p>Health Insurance Portability and Accountability Act (HIPAA)</p>	<p>HIPAA gives you information about your rights regarding your personal health information and sets limits as to who can access this information.</p>	<p>http://www.hhs.gov/ocr/hipaa/</p>

Unit 5:

Accommodations

PURPOSE



The purpose of Unit 5 is to introduce you to the concept of accommodations and to help you identify the accommodations you may need. Terminology provided in this unit will help you better understand this topic. We strongly suggest that you read the discussion on page 5-2.

TERMINOLOGY



You may know some of these words already, or you may just have heard them in passing. First, define these words as you understand them. Then check your definitions against the glossary that is located in the back of this workbook. The following terms are used in Unit 5:

Accommodation

Barrier

Modification

Accommodation _____

Barrier _____

Modification

DISCUSSION



What is an accommodation? **An accommodation is essentially any strategy that gets rid of or lessens the effect of a specific barrier.** A **barrier** is an obstacle which may exist in school, at the workplace, in the community, or in your own home. An accommodation is any change or adjustment to an environment that makes it possible for an individual with a disability to enjoy an equal opportunity. Accommodations are used to help individuals with disabilities learn or demonstrate what they have learned; work as independently and efficiently as possible; and live comfortably within their communities and home, among other things. Sometimes accommodations can be **modifications** to existing equipment or materials to make them usable for people with disabilities (such as lowering a countertop for a register at a store, or changing the software on a computer to read school assignments aloud.) Reasonable accommodations like these allow a person with a disability to participate in the application process (job or college, for example), perform the essential functions of a particular job (yes, being a college student is considered a job!), and enjoy the benefits and privileges of employment and education equal to those enjoyed by those individuals without disabilities.

◆

An accommodation is essentially any strategy that gets rid of or lessens the effect of a specific barrier.

◆

Accommodations are NOT intended to justify or compensate for a lack of knowledge, skills, or abilities necessary to succeed. Whenever possible, accommodations should be based on the use and further development of existing skills and capabilities.

One easy way to think about reasonable accommodations is to think of them in three basic categories:

1. Changes to facilities and equipment (such as putting in ramps and parking spaces, making materials available in large print, or providing low- and high-tech assistive technology);
2. The provision of special services (such as sign language interpreters or qualified readers); and
3. Creative thinking and problem solving!

There are many types of accommodations, including *but not limited to* the following:

- Educational accommodations;
- Workplace accommodations; and
- Community accessibility that serves to accommodate.

Some common examples of these various types of accommodations available to people with disabilities are listed below:

Educational Accommodations

- Accessible classrooms.
- Modified instruction (for example, use of small groups).
- Modified curricula (for example, different learning outcomes or different materials from those for other students).
- Modified class schedules (for example, block schedules).
- Providing supervised breaks or allowing extra response and processing time during testing sessions, and administering the test at best time for the individual.
- Providing special seating in a general education classroom (for example, seating in the front of the room or in a study carrel), a small group setting, or special education support.
- Providing large print materials, Braille materials, calculators, computers with spelling and grammar checkers, and electronic dictionaries.
- Providing written copies of orally presented materials found in examiner's manual, closed-caption of video materials, or sign language interpreters.
- Allowing individuals to answer by pointing rather than marking in a test

booklet, by dictating responses to examiners for verbatim transcription, or by responding to an interpreter for transcription.

Workplace Accommodations

- Changing an employee's workstation arrangement.
- Modifying equipment or devices (for example, computer software).
- Reassigning non-essential functions through job restructuring.
- Providing qualified readers and interpreters.
- Providing part-time or modified work schedules.
- Telecommuting options.
- Personal assistance services.
- Adjusting or modifying examinations, training materials, and policies.

Community Accessibility

- Providing ramps and reserved parking spaces (increasing physical accessibility).
- Providing assistive technology (for example, readers, calculators, spell checkers, or communication devices).
- Providing interpreters.
- Providing accessible bathrooms.
- Providing accessible drinking fountains.
- Providing accessible equipment (for example, computers, desks, or copiers).
- Providing wide aisles and doorways.

ACTIVITY:
THE JOB ACCOMMODATION NETWORK (JAN)



The **Job Accommodation Network (JAN)** is a free service of the Office of Disability Employment Policy (ODEP), in the US Department of Labor. JAN provides information about disability and accommodation and receives questions concerning students with disabilities in classroom environments such as public schools, colleges, technical schools, continuing education, internships, and employment, and about adults with disabilities.

To begin this activity, **log on to the JAN website** (<http://www.jan.wvu.edu/>). Click “Individuals with Disabilities” on the left-hand toolbar. Take some time to explore what information and resources JAN has to offer. Make a list of those that you find particularly useful. If you do not have access to the World Wide Web, there is a toll-free phone number that you can call. Someone will be able to answer your questions and send you information. The phone number for JAN is 1-800-JAN-7234 V/TTY.

Next, **use the Searchable Online Accommodation Resource (SOAR)** to research ideas about accommodations both on the job and in school. Make a list of those accommodations that you currently use, and those accommodations that you might try.

Accommodations I use	Accommodations to try

GROUP ACTIVITY: SITUATIONS AND SOLUTIONS AT SCHOOL AND AT WORK



Review the accommodation examples below. Your job is to figure out the obstacle (or barrier) for each young person. Use your creativity, the JAN website, and the broad categories of accommodations presented previously to create a list of possible accommodation solutions. Be prepared to discuss your solutions with the group.

Situation #1: A student with Muscular Dystrophy is taking an SAT prep class at night. He has trouble filling in the bubbles on the answer sheets during practice drills.

Potential accommodation solutions: _____

Situation #2: A teenager could not shop with her friends at the local mall because her wheelchair did not fit between many of the clothes aisles in the major department stores.

Potential accommodation solutions: _____

Situation#3: A student with dyslexia is taking a literature class. He reads more slowly and with more difficulty than the other students. Every student is required to read aloud from the texts in class.

Potential accommodation solutions: _____

Situation #4: A graphic artist for a small employer is deaf and needs to be alerted to the employer’s audible emergency alarm system.

Potential accommodation solutions: _____

Situation #5: A student with depression writes for her school newspaper. When she has a depressive episode she misses article deadlines.

Potential accommodation solutions: _____

Situation #6: A chef with dyscalculia (a math learning disability) is having trouble measuring the ingredients for recipes.

Potential accommodation solutions: _____

Situation #7: A corporate businessman with social anxiety is overcome with anxiety about speaking in front of his co-workers at business meetings.

Potential accommodation solutions: _____

Situation#8: A student in medical school who has a reading disability is also a poor speller. She has difficulty reading and spelling the medical terminology and prescription names.

Potential accommodation solutions: _____

NOTES 



Unit 6:

Postsecondary Disclosure... Why, When, What, to Whom, and How?

GOAL



The purpose of Unit 6 is to reiterate the need to disclose in order to get reasonable accommodations in college, at a university, in a career and technical school, or in an adult education center. In addition, this unit clearly answers five specific disclosure questions: Why, when, what, to whom, and how to disclose a disability in postsecondary settings. Terminology provided in this unit will help you better understand these questions. We strongly suggest that you read the discussion focusing on “why to disclose” on page 6-3.

TERMINOLOGY



You may know some of these words already, or you may just have heard them in passing. First, define these words as you understand them. Then check your definitions against the glossary that is located in the back of this workbook. The following terms are used in Unit 6:

Access	Disclosure script
Assistive technology	Postsecondary
Disability Support Services (DSS)	Responsibility
	Rights

Access _____

Assistive technology _____

Disability Support Services (DSS) _____

Disclosure script _____

Postsecondary _____

Responsibility _____

Rights _____

NOTES



WHY TO DISCLOSE IN POSTSECONDARY EDUCATION



The process of choosing a postsecondary institution of learning is quite challenging. There are many decisions you will need to make: where to study, what to study, how to study, whether to attend full-time or part-time, whether to live at home or on campus, and whether to commute from a distance or enroll in online study are just a few.

If you have a disability, you must also consider the supports and services that you may need to be successful in the postsecondary setting of your choice. Are these supports and services available to you if you require an accommodation? **Remember, accommodations at the postsecondary level (after you exit high school) are provided only when a student discloses his or her disability and requests accommodations.** Faculty and staff are not required to provide accommodations to students who have chosen not to disclose their disabilities.

Learning to disclose your disability-related needs effectively and developing an accommodation plan are extremely valuable skills. Effective disclosure skills require that you share information regarding your disability-related needs and also provide creative, practical suggestions for accommodations. Open communication with your professors and the disability services staff can facilitate the process of evaluating the effectiveness of your accommodations, and of making changes when efforts are not working.

Good planning is always important, but early planning is essential.

Again, this is where **informed decision-making** is critical. The more enlightened you are before you graduate from high school, the more questions you ask, and the more you talk with people in the post-secondary world, the more likely it is that you will be confident that the decisions you make are right for you.

Some reasons why you may choose to disclose your disability in a postsecondary setting include, but are not limited to, the following:

- Obtaining information about available supports and services;
- Discussing specific needs in order to identify adjustments necessary to the study environment;
- Discussing academic requirements and practical components of your chosen course of study, in addition to possible professional requirements;
- Receiving any necessary assistance with the transition from high school to postsecondary education;
- Ensuring that Disability Support Service professionals provide any needed training or awareness for faculty members and other staff to help you receive the best accommodations; and
- Ensuring that faculty members are familiar with and implement the accommodations you require to be successful in their classes.

Remember that it is not essential to divulge specific personal information about your disability. What is most important and helpful is to provide information about 1) how your disability affects your capacity to learn and study effectively, and 2) the environment, supports, and services you'll need in order to **access**, participate in, and

excel in your area of study. Although confidentiality is protected under both the ADA and Section 504, as a student with a disability you must determine your own personal privacy boundaries. **YOU** must decide what and how much information it is necessary to reveal in order to obtain the needed accommodations.

WHEN TO DISCLOSE IN POSTSECONDARY EDUCATION



It is important to think about the most appropriate time and place in which to disclose your disability in the postsecondary setting. The timing of your disclosure is important and can potentially have an impact on how you are perceived by others and what accommodations can be provided. There are four options for “when” you choose to disclose:

- **Prior to enrollment**

Usually you will meet with your instructors or disability support services coordinators prior to enrolling in class. At this time, be prepared to disclose your disability as well as plan for needed accommodations or begin to explore strategies for accommodations that will work for them and the instructors.

- **At the time of enrollment**

It is usually recommended that you inform your instructors of your needed accommodations at the beginning of a semester, or as soon as your disability is interfering with your progress in class.

- **During your course of study**

If you wait to disclose your disability until after classes have started, there may be additional considerations. For example, if you decide to disclose your disability and make a request for accommodations the day before an exam (an example of poor timing), the disclosure is stressful and accommodations are more difficult to arrange. If, on the other hand, you approach the instructor before the first class session to voice your concerns and propose potential accommodation strategies, then accommodations can be arranged in an organized, thorough manner with sufficient time to implement them. Everyone is more comfortable with this arrangement.

- **Never**

It is important to remember that if no accommodations are needed, or if you have made a decision to accommodate your potential needs personally (for example, by using a spell-check feature for English papers), then there is no need to disclose your disability.

WHAT INFORMATION TO DISCLOSE IN POSTSECONDARY EDUCATION



Remember that preparation is essential when planning to disclose your disability. Don't forget that it is unnecessary to disclose very detailed medical or personal information.

You may wish to present the following information to the disability services professionals, faculty members, and staff:

- General information about your disability;
- Why you've chosen to disclose your disability (i.e., its impact on your academic performance);
- The type of academic accommodations that have worked for you in the past (in high school);
- The type of academic accommodations you anticipate needing in the postsecondary setting;
- How your disability and other life experiences can affect your course of study positively.

Most importantly, keep the disclosure conversation focused on your abilities, not on your disability.

TO WHOM TO DISCLOSE IN POSTSECONDARY EDUCATION



It is essential that you disclose your disability only to those individuals who need to know. Sometimes, the person you choose to disclose your disability to, is determined by when you choose to disclose. The following list gives you examples of the people you might disclose your disability to at different times.

- **Prior to enrollment**, you might choose to disclose to the Disability Support Services staff, directly to faculty, or to an admissions officer.
- **At the time of enrollment**, you might choose to disclose directly on your application form or contact the Disability Support Services office.
- **During your course of study**, you might choose to contact your academic advisor or counselor, your professor, other teaching staff, or the Disability Support Services office.
- **When in doubt**, contact the trained professionals in the Disability Support Services office for guidance.

Throughout the process of disclosure and accommodation development, it is very important that you work closely and cooperatively with those individuals (such as faculty, counselors, Disability Support Service staff, and higher education administration) who can provide the supports and services.

When requesting accommodations, try to be

RIGHTS AND RESPONSIBILITIES

Adapted from <<http://sites.uws.edu.au/rdlo/disclosure/education/prior.htm>>.



We've talked a great deal about the **rights** afforded to you as a person with a disability. It is also important to understand that, as a person with a disability, you have significant responsibilities to yourself, your instructors, and the Disability Support Services staff. Some of these rights and responsibilities are outlined in the chart below:

You have the right to	You have the responsibility to
<ul style="list-style-type: none"> • Be treated fairly and in a non-discriminatory fashion. • Discuss your academic needs, supports, and accommodations in a non-judgmental setting. • Have information about your disability treated confidentially and respectfully. • Know what happens to personal information you choose to share with counselors, faculty, or staff. • Work collaboratively with staff to identify necessary supports for your success. • Obtain information about disability support services as well as physical and programmatic access at the institution of your choosing. • Be self-determined and practical. 	<ul style="list-style-type: none"> • Investigate and fully understand the academic and practical requirements of your chosen course of study, including determining that this option matches your skills and abilities. • Recognize that disclosing on an application form or prior to enrollment does not eliminate your responsibility to contact Disability Support Services after you are enrolled or contact your professors for any needed accommodations. • Find out about options for accessing the institution of your choice. • Advise faculty and staff in a timely manner of your needs in relation to your disability, including accommodation, support, and information. • Understand that Disability Support Services staff or faculty may not be able to address your needs effectively if you do not disclose them in a timely manner. • Be self-determined and practical.

ACTIVITY:
COURSE FOR DISCLOSURE EXAMPLES



Read the following examples and determine each student’s course for disclosure. First determine whether or not it is necessary for the student to disclose his or her disability. Then think about the “why,” “when,” “what,” “to whom,” and “how” questions. Write your answers on the lines provided. If possible, share your answers with a group of your peers or classmates. **Remember: there are no “right” or “wrong” answers, because choosing to disclose is a personal and individual decision!**

1. Yvonne is considering a course of study in elementary education at a university in her city. She is sure it is the right course for her, and now needs to find out about the accessibility of the buildings on the campus she would like to attend.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

2. Matthew has decided to study part-time for the first year of his coursework because he has found it very demanding to manage both his ongoing medical condition and full-time study at the same time.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

3. Denise has been attending college for three weeks, and is already beginning to feel stressed. She has been unable to attend all of her lectures or labs due to difficulties with her medication. She has three large projects due in the next month and is fearful she won't be able to complete them.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

4. Antonio uses CART (a word-for-word speech-to-text interpreting service). He's been accepted to a small university with limited knowledge of assistive technology.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

ACTIVITY: MY PRACTICE SCRIPT



Research shows that having a disclosure “**script**” and practicing it with friends, teachers, relatives, and mentors can be of great benefit to you when the time actually comes to disclose. Most people find that it is easier to talk about the **impact** of having a disability rather than offering a formal or clinical definition.



For example, someone explaining that they have cerebral palsy could say,

“I have difficulty with fine motor skills. I write more slowly and with more difficulty than other people and become fatigued more easily. Consequently, I will need to use a computer to type essay tests or any other written assignments.”

It is also helpful to include some information relating to areas of strength.

Here is one example:

“I am able to use my strong verbal skills to contribute and share my ideas during class while I tape record the entire lecture. If I took notes during the lecture instead of participating in discussion, I would find it difficult to keep up with the discussion.”



To help you practice explaining your disability, write your explanation down. You may have to do this several times before it truly describes what you want to say, in a way that someone who knows very little about disabilities will understand. Use additional paper if needed.

Here are some questions and hints to think about while preparing your disclosure practice script:

- **Identify the limitations** or challenges you face in school because of your disability.
 - **Identify which accommodations** have worked best for you in the past and why.
 - **Consider how your disclosing can help the faculty or staff member help you** (that is, try to put yourself in their shoes).
 - **End the script with positive points.**
- Write about your **positive attributes or strengths** first.

Write your script on the following page.



Unit 7:

Disclosure on the Job... Why, When, What, to Whom, and How?

GOAL



The purpose of Unit 7 is to reiterate the need to disclose in order to receive a reasonable accommodation in a work setting (on the job). In addition, this unit clearly answers the specific disclosure questions: why, when, what, to whom, and how to disclose in employment settings. Terminology provided in this unit will help you better understand these questions. We strongly suggest that you read the discussion on page 7-3.

TERMINOLOGY



You may know some of these words already, or you may have just heard them in passing. First, define these words, as you understand them. Then check your definitions against the glossary that is located in the back of this workbook. The following terms are used in Unit 7:

Essential functions

Job accommodations

Mentor

One-Stop Career Center

Self-accommodate

Essential functions _____

Job accommodations _____

WHY TO DISCLOSE ON THE JOB



Every job seeker with a disability is faced with the same decision: “Should I or shouldn’t I disclose information about my disability?” Ultimately, the decision of whether or not to disclose is entirely personal. It is a decision to make only after weighing the personal advantages and disadvantages of disclosure (see Unit 3).

If you have a disability, you must consider the supports and services that you may need to be successful in the job of your choice. Are these supports and services available to you if you require an accommodation? Remember that accommodations in the workplace are only provided when a worker discloses his or her disability and requests job accommodations. Employers and co-workers are not required to provide accommodations to workers who have chosen not to disclose their disabilities.

The process of learning how to disclose your disability-related needs effectively and to develop an accommodation plan is extremely valuable. Effective disclosure skills require that you share information regarding your disability-related needs and that you provide creative, practical suggestions for job accommodations. Open communication with your employer, work mentor, and co-workers can help to evaluate the effectiveness of your accommodations and make changes when efforts are not working.

Some job seekers choose not to disclose their disabilities because they believe that they can manage their careers in the same way as any other job seekers, or because they have become skilled at developing compensatory

Remember that accommodations in the workplace are only provided when a worker discloses his or her disability and requests job accommodations.

strategies and have the ability to **self-accommodate** without assistance. Others decide not to disclose at work because they fear being treated differently or being denied the same opportunities as job seekers without disabilities.

On the other hand, many job seekers choose to disclose disability-specific information for a variety of important reasons and to a variety of different people (employer, work mentor, co-workers). The following list includes some (but definitely not all) of the reasons you might choose to disclose your disability;

- obtain information to assist you in developing a career plan that addresses possible barriers and accommodations;
- identify disability-specific employment services and support networks;
- discuss employment requirements with recruiters or other professionals;
- discuss disability issues with prospective employers to determine whether the requirements of the position can be met, with or without reasonable accommodation;

- investigate the supports available at the workplace;
- develop mentoring and peer support structures with employees and employers with disabilities.

Remember that it is not essential to divulge specific personal information about your disability. Your disability is only important if it affects (or can potentially affect) your ability

to perform the **essential functions** of a job. What is most important and helpful is to provide information about how your disability affects your ability to perform the essential functions of the job, what supports you need in order to provide a most favorable environment for your career, and your own accommodation ideas for your particular situation.

WHEN TO DISCLOSE ON THE JOB



Though there is certainly no one “right” time and place to practice disclosure (it will depend on your individual situation), being proactive is strongly encouraged. Being proactive puts you in better control of your life.

When you decide to disclose your disability to your employer, there may be settings and circumstances in which disclosure is more appropriate than others. Consider the following possibilities:

Circumstance	Example
<p>In a third-party phone call or reference</p>	<p>Employment counselors at the local One-Stop Career Centers have strong connections with local employers and may be willing to serve as a reference for you. Be sure to make clear with the counselor whether you would like him or her to disclose your disability and how you would like your disability to be represented.</p>
<p>In your letter of application or résumé</p>	<p>Many individuals choose to disclose their disabilities in their résumé or letter of application. Having a disability may be viewed as a positive trait in some professions or even as a requirement for some positions. For example, the Workforce Recruitment Program has been established specifically for young adults with disabilities.</p>

Circumstance	Example
<p>In your cover letter</p>	<p>Some individuals disclose their disabilities in their cover letters. As a rule, attach the cover letter to the back of your résumé so that your skills can be the focal point. Again, having a disability is not always a strike against you. Some companies actively recruit people with disabilities to meet Affirmative Action goals.</p>
<p>Pre-interview</p>	<p>Disclosure prior to the interview is encouraged only when an accommodation is needed for the actual interview. For example, if you use a wheelchair and the office where the interview is to be scheduled is on the second floor of a building without an elevator, you need to make the interviewer aware of your need for accommodations (for example, by suggesting that the interview be moved to a first floor location).</p>
<p>On the employment application</p>	<p>You may have several options if the employment application form asks something like, “Do you have any mental or physical limitations that may impact your performance on the job?”</p> <p>You might believe that your disability is not a limitation on your work performance and would therefore respond by answering, “no.” On the other hand, you might decide to use this as an opportunity to indicate that you have a disability that will not limit your performance if you are properly accommodated. Finally, you might just want to indicate that you would prefer to answer this question when you are called for an interview.</p>

Circumstance	Example
<p>At the interview</p>	<p>You might or might not choose to disclose your disability during an interview. If your disability is visible, you might wish to discuss your disability and how it will not get in the way of doing a good job, especially if you have proper accommodations. At this time, you could give examples of how you would perform the job. If your disability is not apparent (invisible), you will need to decide whether or not to disclose your disability based on your comfort and trust levels. You do not have to disclose your disability at this stage. However, it might be helpful to do so in order to show that you can do the job with the right accommodation. At this time, you might want to give examples. Be positive and upbeat; show your confidence in yourself. Don't be apologetic, defensive, or cocky.</p>
<p>After you've been offered a job</p>	<p>Many individuals choose to disclose their disabilities after they have been offered the job. They want to be selected for the position because of their skills, and worry that disclosure prior to the point may influence the interviewer's decision. However, once hired, you might need accommodations to do the essential functions of the job. Also, if the job requires medical testing and you take medications that will show up in a screening, you may choose to disclose this to the employer at this time.</p>

Circumstance	Example
<p>During your course of employment</p>	<p>Sometimes, individuals with disabilities do not recognize that their disabilities can negatively affect their job performance. This is especially true for youth getting their first full-time job. Sometimes, you may feel confident when you begin a job, but become concerned that you may have underestimated your need for an accommodation.</p> <p>Remember that it is your responsibility to ask for an accommodation if you need one. It is always better to ask for it before your job performance is questioned. Your employer cannot force an accommodation on you, but has the final word in what accommodation you will receive (after consulting with you, of course).</p>
<p>Never</p>	<p>If you are able to perform the essential functions of the job without reasonable accommodation, you need not disclose your disability.</p>

Remember that employers can't meet your needs if they don't know what those needs are!

WHAT INFORMATION TO DISCLOSE ON THE JOB



Remember that preparation is essential when planning to disclose your disability to your employer. Think about the disclosure script you prepared in Unit 6. Is your information presented in a clear and concise way that is relevant to your job? If it is, TERRIFIC! If not, make some changes and practice rehearsing your disclosure conversation. Don't forget that it is unnecessary to disclose very detailed medical or personal information. Get to the point. And keep it positive!

You might wish to present the following information to your employer, supervisor, work mentor, or co-workers:

- General information about your disability;

- Why you've chosen to disclose your disability, including its impact on your job performance;
- The types of job accommodations that have worked for you in the past (in previous jobs and in training situations);
- The types of job accommodations you anticipate needing in the workplace; and
- How your disability and other life experiences can positively affect your work performance.

Most importantly, keep the disclosure conversation focused on your abilities, not your disability.

TO WHOM TO DISCLOSE ON THE JOB



As a job seeker with a disability, you might choose to disclose information when developing your career plan and searching for employment. You might disclose information to the following individuals:

- Career counselors
- Disability-specific adult employment services personnel
- One-Stop Career Center personnel
- Prospective employers or human resources personnel
- Workplace mentors

When selecting the person to disclose to, reflect on the following questions first:

- Does this person have the power to determine how reasonable the request is for the accommodation?
- Can the person provide the required accommodation(s)?
- Is the person responsible for hiring, promoting, or firing?
- Is the person in a supervisory role and will he or she support me?
- What experiences does this person have with similar disclosure situations?

- Do I have respect for and trust in this person’s keeping my disclosure confidential?

Remember that it is important to select a private, confidential, comfortable place to

disclose and to allow enough time to discuss the impact of your disability. The person(s) to whom you are disclosing might have questions, suggestions, or concerns that require more time for discussion.

RIGHTS AND RESPONSIBILITIES

Adapted from <<http://sites.uws.edu.au/rdlo/disclosure/education/prior.htm>>.



We’ve talked a great deal about the rights afforded to you as a person with a disability. It is important to understand that, as a person with a disability, you also have significant responsibilities to yourself and to your employers, supervisors, mentors, and co-workers. Some of these rights and responsibilities are outlined in the chart below:

You have the right to	You have the responsibility to
<ul style="list-style-type: none"> • Have information about your disability treated confidentially and respectfully. • Seek information about hiring practices from any organization. • Choose to disclose your disability at any time during the employment process. • Receive appropriate accommodations in an interview so you may demonstrate your skills and abilities. • Be considered for a position based on your skill and merit. • Have respectful questioning about your disability for the purpose of reasonable accommodation. • Be self-determined and proactive. 	<ul style="list-style-type: none"> • Disclose your need for accommodation if you desire any work-related adjustments. • Search for jobs that address your skills and abilities. • Inform the manager or interview panel about your need for appropriate interview accommodations in a timely manner. • Identify appropriate and reasonable accommodations for an interview. • Negotiate reasonable accommodation(s) with an employer at the point of job offer and beyond. • Bring your skills and merits to the table. • Be truthful, self-determined, and proactive.

ACTIVITY: COURSE FOR DISCLOSURE EXAMPLES



Read the following examples and determine a course of disclosure for each potential job seeker. First determine whether or not it is necessary for the job seeker to disclose his or her disability. Then think about the “why,” “when,” “what,” “to whom,” and “how” questions discussed earlier in this unit. Write your responses on the lines provided. If possible, share your answers with a group of your friends or classmates.

1. Linda’s emotional disability has recently worsened and it has become difficult for her to perform some aspects of her job. Her psychiatrist has made some recommendations to her regarding changes in her work schedule.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

2. Jamal’s schizophrenia has been well controlled by medication for the past three years. He recently graduated from college with a 3.5 grade point average (GPA) and is ready to apply for a job in the graphic design field, but he’s a bit nervous.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

3. Carl uses a guide dog. He was recently called for an interview at a local IT firm.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

4. Andrea has been offered a part-time job as a bank teller. She has a hearing aid, is able to read lips, and speaks well.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

5. Josephina has arranged an interview with the supervisor of a large department store to discuss a position as a sales clerk. She wonders how much her learning disability in math will affect her ability to run the cash register and give correct change.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

6. Francisco has scheduled an interview at a small non-profit organization. He wonders if the building will be accessible for his wheelchair.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

NOTES





ACTIVITY: MY PRACTICE SCRIPT



Research shows that having a disclosure “**script**” and practicing it with friends, teachers, relatives, and mentors will be of great benefit to you when the time actually comes to tell. Most people find that it is easier to talk about the impact of having a disability rather than offering a formal or clinical definition.



When arranging for a job interview, a young man who uses a wheelchair might say,
“I’m really looking forward to this interview and I am checking to make sure that the interview room can accommodate my wheelchair.”

During the interview, a person with a hearing impairment, who can lip-read, is concerned about communicating on the job. She might say,
“I can lip-read in face-to-face interaction, but will need TTY services and devices when using the phone.”

An employer expresses concern about a worker’s productivity.
The worker might say,
“I am having more difficulty than I anticipated keeping up with my co-workers because of my learning disability. In the past, it has helped to work alongside an experienced mentor.”



To help you practice explaining your disability, write your explanation down. You may have to do this several times before it truly says what you want to say, in a way that someone who knows very little about disabilities will understand. Use additional paper if needed.

Here are some questions and hints to think about while preparing your disclosure practice script:

- Write about your **positive attributes or strengths** first.

- **Identify the limitations** or challenges you face at work because of your disability.
- **Identify which accommodations** have worked best for you in the past and why.
- **Consider how your disclosing can help the business employer and your co-workers** (try to put yourself in their shoes).
- **End the script with positive points.**



Write your script on the following page.

ACTIVITY: VISIT YOUR LOCAL ONE-STOP CAREER CENTER



You may not have heard of **One-Stop Career Centers**. They are Centers designed to provide a full range of assistance to job seekers under one roof. One-Stop Career Centers offer training, career counseling, job search opportunities, job

placement services, and other employment-related services. If you go to a One-Stop for some free training offered, you may work on your interviewing skills, résumé writing, or learn about the resources available in your community, among other things.

Complete the steps listed below:

1. Log on to <<http://www.servicelocator.org>>. Click on “Find a One-Stop Career Center” and enter your zip code. Record the One-Stop Career Center closest to your home:

2. Make travel arrangements to visit the One-Stop Career Center to see which services are available to you. Check one:

_____ I can get there independently

_____ I will ask _____ for a ride

_____ I will take public transportation

3. Meet with the resource room counselor to discuss the services available to you at the Center.

I met with _____

His/her contact information (telephone/email) is: _____

4. Ask for a tour of the resource room. When I toured the resource room, I noticed three things that may help me in my job search. They were:

1. _____

2. _____

3. _____

5. Find out about the classes and programs available to you at the One-Stop. Depending on your age, your disability, and your financial situation, different options may be available.

I might be able to take advantage of these generic classes, which are available to everyone:

- 1. _____
- 2. _____
- 3. _____

The following additional services are offered to me because I am a person with a disability:

- 1. _____
- 2. _____
- 3. _____

I can take advantage of the following services because of my age:

- 1. _____
- 2. _____
- 3. _____

NOTES 

Unit 8:

Disclosure in Social and Community Settings...

Why, When, What, to Whom, and How?

GOAL



The purpose of Unit 8 is to explore the need and the circumstances that surround disclosing your disability to community members and friends in social situations. In addition, this unit clearly answers the following specific disclosure questions: why, when, what, to whom, and how to disclose in social settings. Terminology provided in this unit will help you better answer these questions. We strongly suggest that you read the discussion section focusing on “why to disclose” on page 8-3.

TERMINOLOGY



You might know some of these words already, or you might just have heard them in passing. First, define these words as you understand them. Then check your definitions against the glossary that is located in the back of this workbook. The following terms are used in Unit 8:

Community

Trust

Role model

Frustration

Community _____

Role model _____

WHY TO DISCLOSE IN SOCIAL SETTINGS



Social and **community** environments have barriers that sometimes prevent people with disabilities from spending time outside their home, socializing and going out with friends, and participating in community or civic events. Speaking about your disability in social settings can be hard and sometimes frustrating, because many of the barriers you will face in social settings are people's attitudes, beliefs, and inexperience. It is important to understand how your disability and disability-related needs can influence your participation in your community and other social activities (such as recreation, leisure, civic, religious, and political activities).

It may be necessary for you to disclose your disability to friends or community members and in social situations in order to participate fully in everything your community has to offer. It will be important for you to be able to explain your disability in several different ways, and to change the way you talk about yourself in different situations. For example, talking about your disability to your soccer coach or Scout leader is very different from talking about yourself at a party or to someone you may want to date. The self-determination skills and informed decision-making skills discussed earlier in this workbook are important skills to have when deciding whether to disclose or not.

Again, this is where **informed decision-making** comes into play. You will need to understand your own feelings, and balance them out with the information you have about the specific situation you are in at the time. **The more questions you ask, the more you will know that the decisions you make are right for you.**

Some examples of why you may choose to disclose in a social or community setting include (but are not limited to) the following. You may wish to

- start new relationships with honesty;
- discuss specific needs in order to identify needed accommodations in the community; or
- receive any necessary assistance that may be needed while participating in community or social activities.

Remember that it is not essential to divulge specific personal information about your disability. What is most important and helpful is to provide information about how your disability affects your capacity to participate in social and community activities, and the supports that are needed to allow you to participate fully.

WHEN TO DISCLOSE IN SOCIAL SETTINGS



There may be times when you decide to disclose in social or community settings. The following list includes some possibilities:

- Going with your friends to a concert
- Planning a date with someone
- Meeting your mentor for lunch
- Meeting new people, or starting new relationships
- Joining community clubs or activities

WHAT INFORMATION TO DISCLOSE IN SOCIAL SETTINGS



Remember that what you disclose about yourself is a deeply personal issue and you don't have to share everything with everyone. You should think about what you want people to know and to think about you. It will be helpful if you describe your disability and related needs in honest and positive terms. You want people to feel good about interacting with you, not from a point of pity or helplessness but one of being included.

Preparation is essential when planning to disclose your disability. Think about the scripts you prepared in Unit 6 and Unit 7. Is your information presented in a clear and concise way, a way that is relevant to your social and community life? If it is, TERRIFIC! If not, make some changes and then practice the disclosure script. Don't forget that it is not necessary to disclose every detail of your medical or personal information even to your friends, but be open and honest in your discussion. Some people may feel uncomfortable with talking about your

disability, which may hurt or make you angry, but your positive presentation can help put them at ease. Be prepared, but be flexible in how you talk about your disability in different settings.

You may wish to present the following information about your disability to friends, acquaintances, or community members:

- General information about your disability
- Why you've chosen to disclose your disability to them, including its impact on your social life and community involvement
- The type of accommodations that have worked for you in the past, or that you may need in the future
- Positive examples of how you can become more involved in your community, and what community involvement means to you

TO WHOM TO DISCLOSE IN SOCIAL SETTINGS



As a person with a disability, you may choose to disclose your disability to a variety of other community members.

Oftentimes, disclosure may be made to the following individuals (among others):

- Friends and acquaintances
- Relatives
- Owners or staff members of various businesses (such as grocery stores, banks, or clothing stores)
- Public transportation staff
- Parks and recreation staff
- Events coordinator
- Mentors or **role models**

There are certain questions that you can ask yourself to help you decide which person or persons to share this information with, such as the following:

- Do I have respect for and **trust** in this person's keeping my disclosure confidential?
- Is disclosure essential to our relationship?
- Does this person have the power to determine how reasonable a request for an accommodation is?
- Can the person provide the required accommodation(s)?
- Is this person going to use information about my disability to support me or harm me?

Remember that it's important to select a private, confidential, comfortable place to disclose, and to allow enough time to discuss the impact of your disability. The person(s) you are disclosing to might have questions, suggestions, or concerns that require additional discussion.

RIGHTS AND RESPONSIBILITIES

Adapted from <<http://sites.uws.edu.au/rdlo/disclosure/education/prior.htm>>.



We've talked a great deal about the rights afforded to you as a person with a disability. Something very important to remember is that, as a person with a disability, you also have significant responsibilities to yourself and to others in your community.

You have the right to	You have the responsibility to
<ul style="list-style-type: none"> • Be treated fairly and in a non-discriminatory fashion. • Have information about your disability treated confidentially and respectfully. • Work collaboratively with others to identify necessary supports for your success. • Obtain information about disability support services as well as physical and programmatic access in community settings. • Be self-determined and proactive. 	<ul style="list-style-type: none"> • Investigate and fully understand your disability and disability-related needs as they pertain to community living and social activities. • Find out about options for accessing the community settings of your choice. • Advise community members and friends in a timely manner of your accommodation and support needs. • Understand that community members and friends may not be able to address your needs effectively if you do not present them in a timely manner. • Be self-determined and proactive.

ACTIVITY: COURSE FOR DISCLOSURE EXAMPLES



Read the following examples and determine each person's course for disclosure. First, determine whether or not it is necessary for the person to disclose his or her disability. Then think about the "why," "when," "what," "to whom," and "how" questions. Write your answers on the lines provided. If possible, share your answers with a group of your peers or classmates. **Remember that there are no "right" or "wrong" answers, because choosing to disclose is a personal, individual decision!**

1. Yvonne wishes to join an after-school business club that meets at the public library two days per week. Most of the students walk to the library after school (the library is located within walking distance of the school). Yvonne has a mild form of cerebral palsy and can walk with the use of a cane. She is able to maneuver around the school, but is concerned about the walk on the sidewalk to the public library. She is very excited about joining the club but is concerned about the walking.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

2. Matthew and his friends from college have decided to attend a movie festival next weekend. Michael wears glasses, but his friends do not know that Michael has a severe visual impairment and must get preferred seating when he watches movies. In order to see the movies, he would need to sit very close to the screen.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

3. Denise has difficulty reading. She receives accommodations for classes but has trouble when reading restaurant menus, buying movie tickets, or grocery shopping. She is getting ready for her first date, which will be tomorrow night. Denise is nervous about her date's suggestion of dinner and a movie.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

4. Brian has epilepsy and takes medication to control his seizures. Lately, he has been having seizures more frequently because his doctors are adjusting his medication. He has never disclosed that he has epilepsy to most of his friends at school, but is now worried that he might have a seizure at the senior prom, which is in three weeks. He has a date and still wants to go, but he is concerned that his friends will discover that he has epilepsy.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

5. José has registered to vote in the next presidential election. He has received notification of his election location. Because of his paralysis, he will need assistance in the voting booth. On Election Day, he cannot find someone he trusts to accompany him to vote.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

6. Keri has ADHD. She has just moved to a new city and is making new friends. Keri tends to overbook her social activities and consequently is often late meeting her friends or forgets to come at all. Her friends are becoming frustrated with her.

Disclose? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

ACTIVITY: MY PRACTICE SCRIPT



Research shows that having a disclosure “script” and practicing it with friends, teachers, relatives, and mentors can be of great benefit to you when the time actually comes to tell. Most people find that it is easier to talk about the impact of having a disability than to offer a formal or clinical definition.



Someone with dietary restrictions as a result of diabetes is invited to celebrate a friend’s birthday with cake and ice cream.

She might say,

“Because of my diabetes I can’t eat sugary foods, so if you don’t mind I’ll bring some sugar-free snacks for myself and to share with everyone else.”

Since Tom uses a wheelchair, he has difficulty carrying objects in both hands. When he goes to a fast food restaurant with his friends, he might say to the cashier,

“Put my order in a bag.”



To help you practice explaining your disability, you might find that it helps you to write the explanation down. You might have to do this several times before the explanation really says what you want to say, in a way that someone who knows very little about disabilities will understand. Use additional paper if needed.

Here are some questions and hints to think about while preparing your practice disclosure script:

- Discuss what your disability is all about (including both **strengths and limitations**).

- Discuss how your **disability affects** your social or community life currently.
- Discuss what you’d like your **social or community life** to include.
- **Identify ways** in which community members or friends can best **accommodate** you in social settings.
- **Explain** what your **greater participation** in the community can do for others.

Write your script on the following page.





Disclosure GLOSSARY

UNIT 1

Accommodation – Modifications or adjustments to the work environment or to the circumstances under which a particular task is customarily performed that enable a qualified individual with a disability to perform the essential functions of that position (including jobs, education, and community involvement).

Goals (short-term and long-term) – The end toward which effort is directed; oftentimes, goals are constructed for short-term time periods or long-term time periods.

Informed choice – The process by which an individual arrives at a decision. It is a process that is based upon access to, and full understanding of, all necessary information from the individual's perspective. The process should result in a free and informed decision by the individual about what he or she needs.

Respect – A feeling of high regard, felt toward people, ideas or things that are important to you; this includes a proper respect for oneself as a human being.

Self-determination – The right and ability of all persons to direct their own lives, as well as the responsibility to accept the consequences of their own choices. Some of the skills that make someone self-determined or a successful self-advocate are the following:

- knowledge of one's strengths and limitations
- belief in one's ability to achieve goals
- ability to start and complete tasks
- ability to assertively assert one's wants, needs, and concerns
- ability to make decisions and see other options.

Values – Those items we highly regard or rate in usefulness, importance, or general worth.

UNIT 2

Confidential – Information that is private or secret to oneself.

Disclosure – The act of opening up, revealing or telling.

Sensitive information – Information that may be sensitive or confidential to someone. Often, sensitive information may concern your personal business (for example, finances, family, health, or work).

UNIT 3

Advantages – Benefits resulting from a particular course of action.

Disadvantages – Unfavorable, inferior, or prejudicial conditions that result from a particular course of action.

Impact – To impinge upon or have consequences because of involvement or release.

Self-image – One’s conception of oneself or of one’s role; self-image may be positive or negative.

Self-advocacy – The process by which someone supports his or her ideals, beliefs or oneself.

UNIT 4

Accessible – Providing access to or capable of being reached or used; may also be used to describe architecture that can be reached or utilized by everyone, including those who use a wheelchair, a walker, or a cane.

Adult services – Services needed for people when they reach adulthood; these services often include (but are not limited to) assistance in finding a job, assistance in the

home, assistance at work, and provision of various therapies or medications.

Compensatory Strategies – Actions one may take in order to offset difficulties a person may experience.

Disability (under the ADA) – A physical or mental impairment that substantially limits one or more major life activities, including (but not limited to) walking, eating, speaking, breathing, working, standing, or thinking.

Discrimination – Prejudiced or prejudicial outlook, action, or treatment against other persons, ideas, or ethics.

Eligibility – Criteria or requirements which determine a right to participate in a particular activity, service or program.

Entitlement – A right to benefits specified especially by law or contract; a government program providing benefits to members of a specified group; funds supporting or distributed by such a program.

Free appropriate public education (FAPE) – The services to which every person ages three to 21 who is receiving special education services is entitled during their years in school.

Hidden disabilities – Disabilities that are invisible on the outside but that may limit an individual’s ability to function effectively.

Visible disabilities – Disabilities that are more apparent to someone else because of exterior appearance.

UNIT 5

Accommodation – Any strategy that gets rid of or lessens the effect of a specific barrier.

Barriers – Something immaterial that impedes or separates; could be described as an obstacle.

Modification – An alteration in an object, environment, or activity that results in increased usability. The making of a limited change in something; the result of such a change.

UNIT 6

Access – Access implies the ability to find, manipulate, and use information, an object, a place, a service or a program in an efficient and comprehensive manner. Access can be programmatic or physical.

Assistive technology – According to the Americans with Disabilities Act, assistive technology is “any item, piece of equipment, or system, whether acquired commercially, modified, or customized, that is commonly used to increase, maintain, or improve functional capabilities of individuals with disabilities.” Assistive technology helps people with disabilities to complete daily living tasks independently, assists them in communicating with other individuals, and provides access to education, employment, and recreation.

Disability support services – An office in a postsecondary institution that provides necessary information to students who need accommodations. In addition, these offices provide training to faculty and staff on disability issues.

Disclosure script – Something that is followed or read from that will outline the sensitive information you are revealing.

Postsecondary – Term used to describe settings that follow high school (such as trade school, college, or employment).

Responsibility – Moral, legal, or mental accountability; may also be reliability or trustworthiness.

Rights – The power or privilege to which one is justly entitled.

UNIT 7

Essential functions – Tasks that are fundamental and necessary to the performance of a given job.

Job accommodations – Modification or adjustments specific to the work environment, or to the manner of circumstances under which the position held or desired is customarily performed, that enable a qualified individual with a disability to perform the essential functions of that job.

Mentor – Someone whom you trust, and who can serve as an advocate or guide.

One-Stop Career Center – Centers designed to provide a full range of assistance to job seekers under one roof. One-Stops were created under the Workforce Investment Act and offer training referrals, career counseling, job listings, and similar employment-related services.

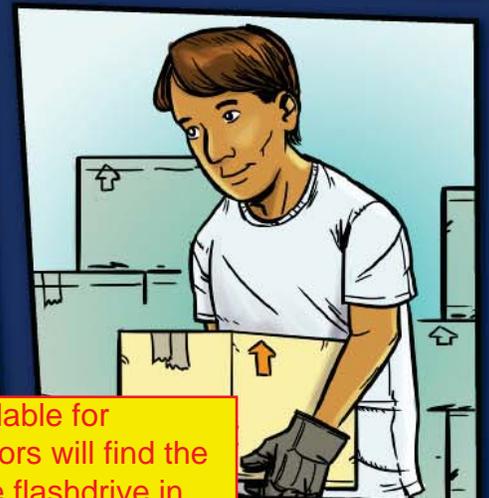


Teen Safety Module - Option 1

YOUTH @ WORK

Talking Safety

A Safety & Health Curriculum for Young Workers California Edition



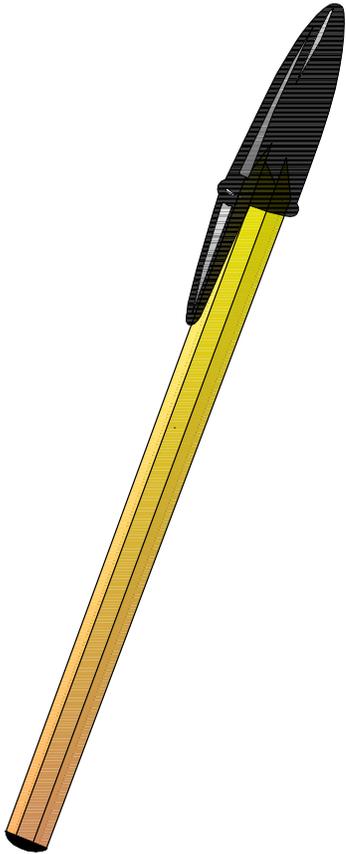
This option is a 324 page workbook that is available for download only and cannot be ordered. Instructors will find the complete publication in PDF form on the course flashdrive in the following location: Section 4 - Other Resources - CDCYouthSafety, or by visiting the following link:

http://www.cdc.gov/niosh/talkingsafety/states/ca/2015-173/pdfs/Talking_Safety_CA.pdf

This curriculum has great lesson plans and handouts for students.

Workplace Health and Safety

Teen Safety Module - Option 2



ENGLISH UNIT

TEACHER'S INTRODUCTION

Why discuss workplace health and safety in an English class?

Many teens hold jobs while attending school, and nearly all will work eventually. The skills taught in the English Arts framework—reading, writing, listening, and speaking—are crucial for students' success in the workplaces of today and tomorrow.

At the same time, students need basic health and safety awareness so they can protect themselves on the job. Such knowledge can even mean the difference between life and death.

This curriculum helps students develop and apply English skills as they learn about job health and safety. Students build analytical ability by evaluating their own work experiences as well as the experiences of parents, friends, and others.

Purpose and Teaching Methods

This unit teaches analysis of oral and written information, and preparation of oral and written reports in a variety of formats. For example, an oral history exercise focusing on job health and safety is included. This helps develop skills in planning, interviewing, analysis, synthesis, and writing. Readings are also provided which encourage students to reflect on the world of work as expressed through different authors' voices and perspectives.

The unit also presents basic health and safety concepts. It can be used at the beginning of an English course, or at any time thereafter. Each lesson builds on the knowledge and skills taught in the previous lessons, so it is important to present the entire unit in the sequence shown here.

In the first lesson, a video and several statistical overheads introduce students to the subject of workplace health and safety. These are followed in the second lesson by a realistic skit involving teens on the job and their attitudes toward personal safety and job safety. Students are asked to evaluate these attitudes and suggest their possible consequences. In later lessons, students are asked to consider how and why safety attitudes, laws, and working conditions can change. They also read stories about young people who have faced health and safety issues on the job (in both historical and modern times).

In other lessons, students learn about their legal rights and apply this knowledge to suggest solutions to various workplace problems.

Students' major homework assignment for the unit is the oral history interview of a parent or another adult who works. The theme of the interview will be the subject's experiences and attitudes concerning job health and safety. Part of Lesson Four and all of Lesson Five are devoted to preparing students to successfully complete this assignment, which will be due the following week.

These activities particularly support Chapter 3 (Effective Instruction in English-Language Arts) in the *English-Language Arts Curriculum Framework for California Public Schools* (1990). The activities reinforce core skills in listening, speaking, interviewing, reading, writing, and critical thinking.

The unit is appropriate for sophomore and junior English classes.

Contents and Time

This unit takes approximately six hours to complete. It consists of six lessons, each designed to be presented during one 50-minute class session:

- ✓ **1.** Danger on the Job!
- ✓ **2.** Attitudes and Their Consequences
- ✓ **3.** Teen Workers' Rights
- ✓ **4.** Taking Action
- ✓ **5.** Preparing Oral Histories
- ✓ **6.** Presenting Oral Histories

Students will probably need from several days to an entire week to do the oral history project. They will need to prepare and conduct their oral history, and write the final oral history report. Therefore, it is preferable for the oral history presentations (Lesson 6) to begin the following week. Lesson 6 may take more than one class period, depending upon the number of presentations.

Objectives—English Skills

Students will be able to:

- Analyze and discuss workplace health and safety issues based on information from skits, factsheets, and first-hand accounts.
- Form opinions and defend them, orally and in writing.
- Establish and explain cause and effect relationships.
- Conduct oral history interviews and present results in their choice of formats.

Objectives—Workplace Health and Safety

Students will be able to:

- Identify workplace health and safety problems, both historical and contemporary.

- Describe factors that can lead to change in working conditions.
- Explain teen workers' rights—health and safety, work hours, and working conditions.

Materials for the Teacher

The following materials are supplied for the teacher:

- **Lesson Plan** and **Detailed Teacher's Instructions** for each class session (Lessons 1–6).
- **Overheads** to show the class. (Masters are at the end of the unit, following Lesson 6.)
 - Overhead #1—*Where Do U.S. Teens Work?*
 - Overhead #2—*Thousands of Teens Are Injured on the Job*
 - Overhead #3—*Where Are Teens Injured?*
 - Overhead #4—*How Are Teens Injured?*

Materials for Students

To present this unit, the teacher will need the following materials to distribute to students:

- **Handouts.** Make one copy of each handout for each student. (Masters are at the end of the unit, following Lesson 6.)
 - Handout #1—*Danger at the Meat Slicer!*
 - Handout #2—*Think Positive / Think Negative*
 - Handout #3—*Are You a Working Teen?*
 - Handout #4—*Check Your Understanding*
 - Handout #5—*Teen Worker Scenarios*
 - Handout #6—*On the Job—Yesterday and Today*
 - Handout #7—*Your Oral History Project*

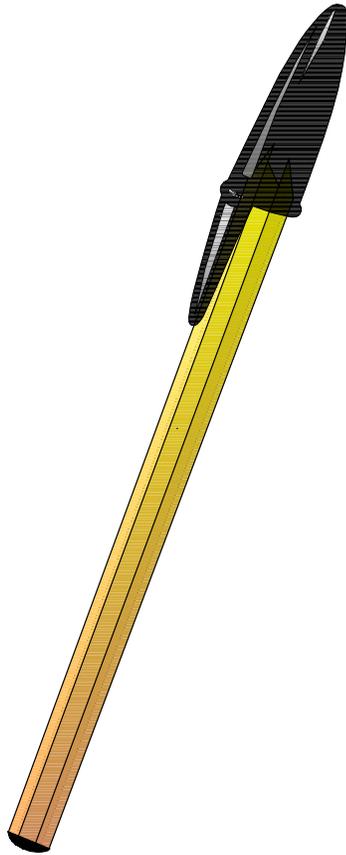
- Handout #8—*The Oral History Interview*
- Handout #9—*Writing Your Oral History Report*
- Handout #10—*Example of an Oral History Written Report*

Teacher Preparation

- Read all six lessons and decide how to adapt them to meet the needs of your class.
- Read the “General Unit” curriculum in this binder for additional introductory health and safety activities that you may want to use.
- Obtain an overhead projector to show the transparencies that are included with this unit.
- Obtain a VCR to show the video that is included with this curriculum. (This 12-minute video, *Your Work—Keepin’ It Safe*, was produced by UCLA’s Labor Occupational Safety and Health Program.)
- Make enough copies of all Student Handouts (see section above).

Tips From Teachers Who Have Used This Unit

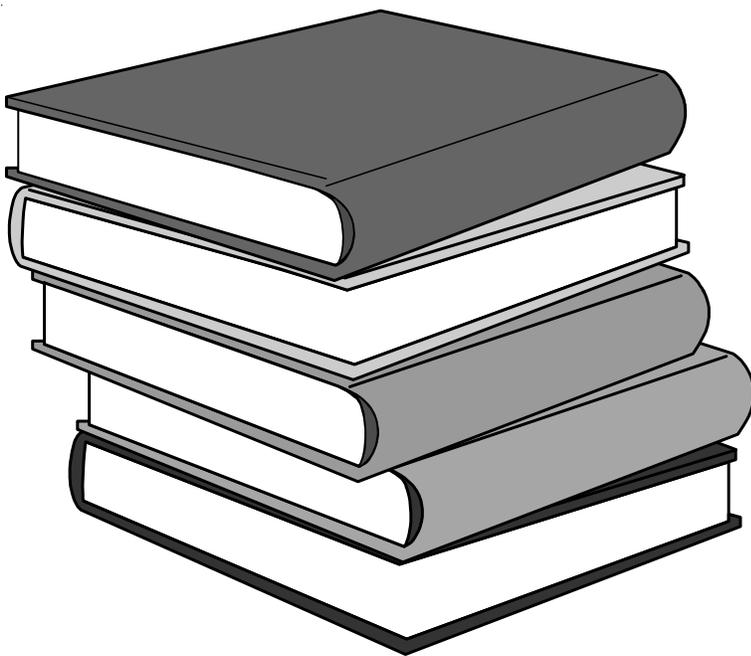
- “The Oral History Report was my major writing assignment for this marking period. I would advise devoting a lot of attention to the project and have periodic ‘check-ins’ to make sure students are on track.”
- “I had students do most of the homework assignments in class and extended the time frame to two weeks.”
- “I included Gary Soto’s short story ‘Father’ as an additional class activity. Students had to write a one-paragraph news article about the father’s death (the kind of story that would be ‘buried’ in the back pages of a newspaper). Then I had them write a letter to the editor from the child who told the story in ‘Father.’”



1

LESSON ONE

Danger on the Job!



Lesson Plan One

Activity	Grouping	Time	Materials
A. Video. Students watch a video, <i>Your Work—Keepin' It Safe</i> , and discuss the issues it raises.	Class	30 minutes	● Video and VCR.
B. Health and safety issues for working teens. Teacher presents national statistics on teen workers and job injuries.	Class	20 minutes	● Overheads #1–4.

Total Class Time: 50 minutes

'Your Work - Keepin' iT Safe' video is no longer available. Use 'Teen Workers - Real Jobs, Real Risk' instead. Contact the CV Office to check out a copy if needed.

DETAILED TEACHER'S INSTRUCTIONS

A. Video.

(30 minutes)

First, as a “warm-up” discussion, ask the class:

- How many of you have jobs?
- Do you think your job is dangerous?

Let the class spend a few minutes talking about their answers.

Next, as an introduction to the theme of job health and safety, show the video *Your Work—Keepin' It Safe*. (This 12-minute video is included with this curriculum. See page 7 of the **Introduction** at the beginning of the curriculum for more information.)

After the video, hold a brief class discussion of the issues it raises. Ask the class what hazards these teens face on their jobs.

If you are unable to show the video, see the General Unit curriculum for other activities you might use.

Explain to students that this curriculum will focus on workplace health and safety and teen workers' rights.

B. Health and safety issues for working teens.

(20 minutes)

Use the first four overheads to present key statistical information on where teens work and what kinds of injuries occur. (Overhead masters are provided at the end of this unit, following Lesson 6.)

After showing each overhead, ask the class the related discussion question. (See section below.) The questions are designed to help students compare the national statistics given in the overheads to their own experiences.

- Overhead # 1, *Where Do U.S. Teens Work?*

Question: How many students in this class work in a restaurant? grocery store? office? with children? (Calculate the percentage of the class working in various occupations, and write the results on the board. Then compare the class figures to the national statistics in Overhead #1.)

- Overhead #2, *Thousands of Teens Are Injured on the Job*

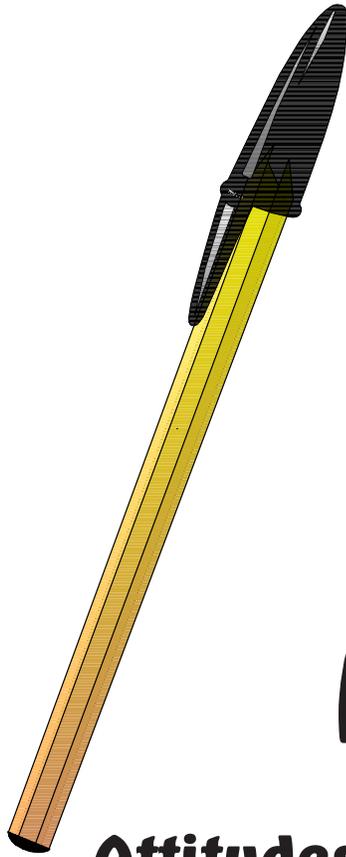
Question: How many students in the class have *ever* been injured on *any* job? (Calculate the percentage of the class who have been injured on the job, and write the results on the board. If there is time, you may also want to break down the total by age and gender. Then, in a general way, compare these class figures to the national statistics in Overhead #2.)

- Overhead #3, *Where Are Teens Injured?*

Question: If you have ever been injured at work, on what kind of job did your injury happen? (Write students' responses on the board, and compare them to the national statistics in Overhead #3.)

- Overhead #4, *How Are Teens Injured?*

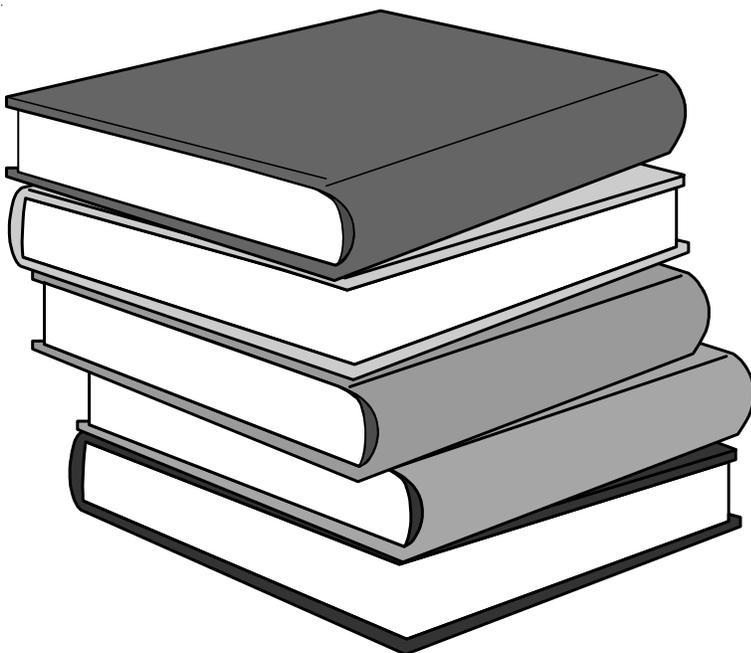
Questions: The overhead shows that a lot of teens get injured on the job when they work late at night, or work alone. How many students in this class work after 10pm on school nights? How many work alone? (Mention that later in this unit, the class will learn about laws that limit the hours teens can work.)



2

LESSON TWO

Attitudes and Their Consequences



Lesson Plan Two

Activity	Grouping	Time	Materials
<p>A. Skit—Teens and safety.</p> <p>Students enact a skit. Each student takes a position on the issues presented, and writes one paragraph to defend this view. Entire class discusses these written statements.</p>	<p>Class & individual</p>	<p>25 minutes</p>	<p>● Handout #1.</p>
<p>B. Attitudes and their consequences.</p> <p>Students classify various attitudes toward safety as “positive” or “negative” thinking. They then choose one “negative” attitude and write a short rebuttal opinion.</p>	<p>Individual & class</p>	<p>20 minutes</p>	<p>● Handout #2.</p>
<p>C. Homework.</p> <p>Students read the factsheet, <i>Are You a Working Teen?</i> and answer a set of questions</p>	<p>Individual</p>	<p>5 minutes <i>(for explanation)</i></p>	<p>● Handouts #3–4.</p>

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Skit–Teens and safety.

(25 minutes)

At the beginning of the class, pass out *Danger at the Meat Slicer!* (Handout #1). Ask for three volunteers to play the roles of Mario, Gloria, and Tasha. Have the volunteers come to the front of the class and read their parts.

Next, ask the class to consider the two possible endings for the story (“What Should Mario Do?”). Ask students to choose which action they would take if they were Mario. Each student should write one paragraph defending his or her choice.

After a few minutes, ask several volunteers to read their paragraphs. Try to solicit responses from both sides of the issue. Have the whole class discuss the responses that are read. Remind everyone to express different opinions respectfully, so people will feel free to be honest about their views.

As facilitator, the teacher should ensure that a range of health and safety issues emerge from the discussion. Try to include questions such as:

- Are job injuries usually the worker’s fault?
- If you report an injury, can your boss fire you?
- If you decide to report an unsafe condition to your boss, what should you say?
- If you don’t report an unsafe condition and someone else gets hurt, how will you feel?
- Is it silly to worry about safety?

B. Attitudes and their consequences.

(20 minutes)

Pass out *Think Positive / Think Negative* (Handout #2). Give students ten minutes, working individually, to complete the exercise. They should classify each of the health and safety attitudes as either “positive” or “negative” thinking:

- **Positive** thinking encourages constructive action, and can lead to safer working conditions.
- **Negative** thinking discourages action and won't lead to change.

(If you wish, have students work together in groups of two or three on this exercise.)

After 5 minutes, begin a class discussion of students' answers. Read each statement on the handout aloud. Ask whether it represents "positive" or "negative" thinking, and why. When students classify an attitude as "negative," ask whether they have ever encountered this attitude. Have they ever felt this way? Have their friends?

Then have each student choose one attitude from Handout #2 that represents "negative" thinking, and write a short rebuttal (one to two paragraphs) in class. The rebuttal should attempt to convince other people to change their way of thinking.

When people have finished, ask for several volunteers to read aloud the rebuttal opinions they wrote. Volunteers should explain which attitude (from Handout #2) they chose, and then read their opinions. Finally, students should turn in their written rebuttals to the teacher.

C. Homework.

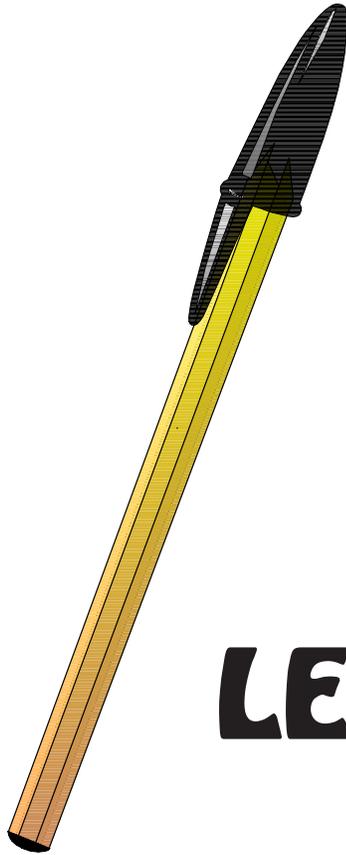
(5 minutes for explanation)

At the end of the class, pass out the four-page factsheet *Are You a Working Teen?* (Handout #3). Also pass out *Check Your Understanding—Questions on the Factsheet* (Handout #4).

Explain that the homework assignment is to read the factsheet and answer the questions. (All the answers can be found in the factsheet.)

Also explain that students should keep the factsheet; it supplies background information they can use later. Remind them to bring Handouts #3 and #4 back to the next class.

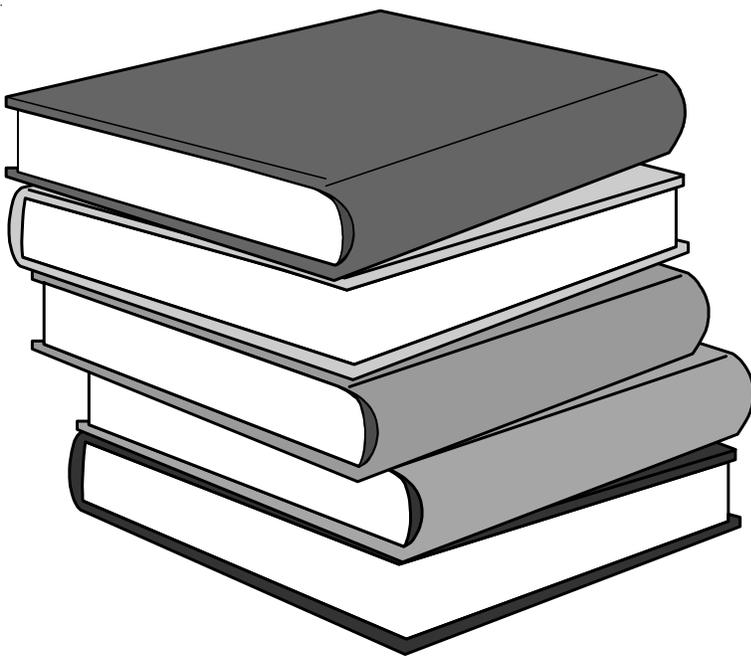
This homework assignment should take no more than 30 minutes.



3

LESSON THREE

Teen Workers' Rights



Lesson Plan Three

Activity	Grouping	Time	Materials
<p>A. “Check Your Understanding” game.</p> <p>Students play a game based on the factsheet, <i>Are You a Working Teen?</i></p>	Small groups & class	20 minutes	<ul style="list-style-type: none"> ● Handouts #3–4. (Copies used for homework.)
<p>B. Teen worker scenarios.</p> <p>Students read short scenarios that present typical problems teens may face on the job. Small groups try to solve the problems based on legal and other information in the factsheet, <i>Are You a Working Teen?</i></p>	Small groups	25 minutes	<ul style="list-style-type: none"> ● Handout #3. (Copy used for homework.) ● Handout #5.
<p>C. Homework.</p> <p>Teacher explains reading assignment in the handout, <i>On the Job—Yesterday and Today.</i></p>	Individual	5 minutes (for explanation)	<ul style="list-style-type: none"> ● Handout #6.

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. 'Check Your Understanding' game.

(20 minutes)

Make sure each person has brought copies of the two handouts used for homework—*Are You a Working Teen?* (Handout #3) and *Check Your Understanding* (Handout #4). Ask students what information was new to them, or surprised them.

Now have the class play a game to review their homework. Divide the class into several teams, with 4 or 5 students per team. Pose the first question from Handout #4 to one team and give them 15 seconds to come up with an answer. Their team gets 10 points if they give the correct answer. If they don't answer correctly, any other team can volunteer an answer, and gets 10 points if it is correct. You may want to discuss the answer briefly.

Continue in the same way with the remaining questions. Rotate questions among the teams so they all have a chance. At the end of the game, the team with the most points wins. You can decide what the prize will be.

The section below provides the correct answers as well as some background information on each question. You may want to introduce some of the background information during the discussion.

✓ Check Your Understanding—Teacher's Discussion Guide

1. Who is responsible for keeping the workplace safe and healthy?

Your employer is ultimately responsible for maintaining a safe and healthful work environment. But you also have a responsibility—you should follow all safety rules and instructions, use safety equipment provided by your employer, and keep work areas clean and neat.

2. Are teens allowed to drive a motor vehicle on the job?

For most occupations, California law says that you must be at least 18 years old to drive a motor vehicle on the job. (Teens working in agriculture are allowed to begin driving at age 16.)

3. Who pays for your medical care if you get hurt or sick because of your job?

Every California employer must carry workers' compensation insurance. This covers medical care if you get hurt or sick on the job (even if it's your own fault). In many cases, you are also entitled to payments that make up for wages you lost because of the injury. Because you can get these workers' compensation benefits, you usually are not allowed to sue your employer for a job injury.

4. Can 16 year olds work on ladders or scaffolds?

In California, you can work in some types of construction beginning at age 16. This includes working on a ladder or scaffold. For more dangerous construction work, like roofing or demolition, you must be 18.

5. Are teens allowed to work with restaurant equipment like slicers or bakery machines?

In California, you must be at least 18 years old to work with any power machinery like a slicer or bakery machine.

6. Who is responsible for *supplying* safety equipment and protective clothing?

Your employer is required to provide any safety equipment you need. Your employer must also give you any necessary protective clothing (like gloves, aprons, or ear plugs). Your employer must train you in how to use this equipment.

7. Who is responsible for *using* safety equipment and protective clothing?

It is your responsibility to use the safety equipment and protective clothing you are given, as instructed by your employer.

8. If you are over 18 years old but still in high school, do you need a work permit?

No. In California, only students under 18 need to get a work permit before taking a job.

9. If you graduated from high school but are still under 18, do you need a work permit?

No. Only *students* under 18 need a work permit.

10. If you are 15 years old, how late in the evening can you work during the school year?

California teens who are 14 or 15 are not allowed to work after 7pm during the school year.

11. What are four things you can do if you need help with a problem at work?

- Talk to a supervisor about the problem.
- Talk to a parent or teacher.
- Talk to co-workers or friends.
- Call the appropriate government agency.

12. Who can you call to complain about a health and safety problem at work?

Cal/OSHA is the California government agency responsible for health and safety in the workplace. There are Cal/OSHA offices throughout the state. Your local office is listed in the “State Government” pages of the phone book under “Industrial Relations Dept., Occupational Safety and Health.” (You may want to bring a phone book to class and show students how to find the listing.)

13. Can you be fired for reporting a health and safety problem at work?

No—it’s against the law. Still, some employers may *try* to fire you for this reason. In this case, you can file a complaint with the California Labor Commissioner, and you may be able to get your job back. (You may also get back pay.) See the “State Government” pages of the phone book under “Labor Commissioner.”

14. Can your employer pay you less than the minimum wage?

If you’re under 18, your employer can sometimes pay you less than minimum wage for the first 90 days of employment. After the 90 days, you must get at least the minimum wage.

15. Who can you call if your employer doesn't pay you the minimum wage or makes you work too many hours?

The California Labor Commissioner is responsible for wage and hour laws. See the "State Government" pages of the phone book under "Labor Commissioner." The California minimum wage is \$5.75 an hour as of March, 1998.

16. Who should you call if you are a victim of sexual harassment or discrimination on the job?

Call the California Fair Employment and Housing Department. See the "State Government" pages of the phone book under "Fair Employment and Housing Department."

B. Teen worker scenarios.

(25 minutes)

Pass out *Teen Worker Scenarios* (Handout #5). The handout presents four realistic scenarios about teen safety on the job. Each scenario is followed by a set of questions for students to answer. Answering the questions will require information on legal rights and other issues from the factsheet, *Are You a Working Teen?* (Handout #3.) Make sure students still have their copies of the factsheet.

Divide the class into several groups, with 4 to 6 students per group. Before breaking up, assign one of the four scenarios to each group. (If necessary, it's all right to give the same scenario to more than one group.)

Explain that, in each group, someone should read the group's assigned scenario aloud. Then the group should try to answer the set of questions, using both the factsheet and their own knowledge. Ask each group to choose someone as a recorder. This person will take notes on their answers.

Give the groups 10 minutes to work. Then bring the class back together. Ask the recorder from each group, in turn, to read the group's assigned scenario and questions to the class. Then the recorder should present the group's answers. If time permits, encourage the entire class to discuss the answers.

As an alternative to the small group approach, you may choose one or two of the scenarios to study as a class. Ask for a volunteer to read a scenario to the class, and have the whole class discuss and answer the questions.

The section below provides answers for the teacher and some background information on each question.

✓ Teen Scenarios—Teacher’s Discussion Guide

Scenario #1

Billy A.

Billy A. is a 15-year-old restaurant worker. One day, while flipping hamburgers on the grill, he slipped on grease which had splattered on the floor. He tried to grab a bar next to the grill to catch his fall, but missed it and put his hand on the grill instead. His right hand was badly burned.

A few days before, Billy’s boss had told the crew he would never pay for medical treatment if anyone hurt themselves. He said that most injuries happen because workers are careless.

Questions and Answers

1. List four things Billy should do right after he is injured.

- Immediately inform his supervisor about the accident.
- Get emergency medical treatment (call 911 if necessary).
- File a workers’ compensation claim.
- Later, discuss the whole situation with the boss and with a responsible adult like a parent or teacher. Try to figure out how the injury could have been prevented. Make sure Billy and his boss both understand their legal rights and responsibilities.

2. Were any laws broken?

Yes. You have to be at least 16 years old to work at a grill in a restaurant. Also, by law, the employer **must** pay for medical treatment for any workplace injury.

3. Could Billy sue the employer for this job injury?

Workers usually **do not** have the right to sue an employer because of a job injury. Unless the employer was extremely negligent, workplace injuries are handled by the workers' compensation system.

4. Could Billy get workers' compensation?

Billy should be able to get workers' compensation (despite what his boss said). Under the workers' compensation system, Billy's employer (or employer's insurance company) is responsible for medical expenses related to the injury, and for lost wages if Billy has to miss time from work.

5. How could Billy's injury have been prevented?

- Someone should have cleaned up the greasy floor as soon as possible. Cal/OSHA rules say that the employer is responsible for keeping the workplace safe.
- The employer should have given the workers safety training, and posted safety procedures in the workplace.

Scenario #2

Michael B.

Michael B. is 16 years old and works in a sheet metal shop. One day, a machine he uses was not working properly. He told his supervisor. The supervisor told Michael to remove a safety device so a mechanic could fix the machine. He said that Michael should keep working on the machine until the mechanic arrived.

Michael removed the safety device and kept working. After a few minutes, a lever on the machine released on its own. Michael tried to pull his hand out of the way, but the tip of his finger was caught and cut off.

A few days before, Michael's boss had told everyone in the shop to be careful, because he would fire anyone who had a job injury.

Questions and Answers

1. List four things Michael should do right after he is injured.

- Immediately inform his supervisor about the accident.
- Get emergency medical treatment (call 911 if necessary).
- File a workers' compensation claim.
- Later, discuss the whole situation with the boss and with a responsible adult like a parent or teacher. Try to figure out how the injury could have been prevented. Make sure Michael and his boss both understand their legal rights and responsibilities.

2. Were any laws broken?

Yes. You have to be at least 16 years old to work with powered machinery. Also, a machine should **never** be operated if safety devices are removed. Michael's employer could be prosecuted for "extreme and gross negligence" for allowing Michael to work on the machine at the age of 16 and for making him work with the safety device removed.

By law, workers cannot be fired for a job injury. In fact, the boss's threat to fire people is illegal.

3. Could Michael sue the employer for this job injury?

Workers usually **do not** have the right to sue an employer because of a job injury. Unless the employer was extremely negligent, workplace injuries are handled by the workers' compensation system. However, in this case, there is a possibility that the employer might be found negligent. (See answer to question #2.) So Michael might be able to sue for damages.

4. Could Michael get workers' compensation?

Michael should be able to get workers' compensation. All injured workers are eligible for workers' compensation, no matter who was at fault for their injury. Under workers' compensation, Michael's employer (or employer's insurance company) is responsible for medical expenses related to the injury, and for lost wages if Michael has to miss time from work.

If Michael can't do his usual job in the future because of the missing fingertip, he may also be entitled to workers' compensation **rehabilitation** benefits, including retraining for another job.

5. How could Michael's injury have been prevented?

The employer should never have allowed an underage worker to use this machine in the first place. **No one** should have used the machine after the safety device was removed. Safety training might also have helped.

Scenario #3

Tasha C.

Tasha C. is 14 years old. She works a few hours every day after school in a nursing home, for a total of 20 hours a week. She delivers trays of food to the residents, and gives them other assistance when they need it. Sometimes she works until 9pm to help the residents get ready for the night. Some of these patients are bedridden and need to be lifted.

When she gets home at night, Tasha is often too tired to do her homework. Lately she has had a lot of back pain.

Questions and Answers

1. What should Tasha do about her back pain?

Tasha probably hurt her back while lifting trays or patients. If so, this is a job injury. She should tell her supervisor and see a doctor. She should tell the doctor that the injury may be job-related. She may also want to file a workers' compensation claim.

Tasha should also discuss the whole situation with her supervisor and with a responsible adult like a parent or teacher. They should try to figure out how the injury could have been prevented.

2. Were any laws broken?

Yes. If you're under 16, you're not allowed to work after 7pm on a school night. You also cannot work more than 18 hours a week when school is in session.

One reason these laws exist is to allow young people time for homework and other school activities.

3. Could Tasha sue the employer for this job injury?

Workers usually **do not** have the right to sue an employer because of a job injury. Unless the employer was extremely negligent, workplace injuries are handled by the workers' compensation system.

4. Could Tasha get workers' compensation?

Tasha should be able to get workers' compensation. Under the workers' compensation system, Tasha's employer (or employer's insurance company) is responsible for medical expenses related to the injury, and for lost wages if Tasha has to miss time from work.

5. How could Tasha's injury have been prevented?

- Tasha should not work after 7pm on a school night, or over 18 hours a week when school is in session.
- Tasha's employer should have trained her in proper lifting techniques and general safety procedures.
- Tasha should not have been allowed to do heavy lifting (such as patients), or the employer should have assigned someone to help her when lifting.

Scenario #4

Molly D.

Molly D. is 16 years old and works in a supermarket. One evening she was asked to clean the meat slicer in the deli department. She had never used or cleaned it before, and had never been trained to do so. She was afraid of the slicer because once she had seen a co-worker cut his hand to the bone. Still, she did not complain, and did what she was told. She cleaned the slicer without any problems and didn't get injured.

Molly decided to clean the meat slicer without complaint because she didn't want any more trouble with her supervisor. For several weeks, he had been giving her a hard time. The

last time he reprimanded her, he turned to a male co-worker and said “Girls are only good for one thing.”

Questions and Answers

1. Were any laws broken?

Yes. You have to be at least 18 years old to use or clean any powered equipment like a meat slicer. Also, everyone has a right to work without racial or sexual harassment, and in this case Molly is being sexually harassed. Her supervisor’s comments are illegal.

2. What should Molly do about this situation?

Molly can legally refuse to clean the meat slicer. **No one** should be asked to clean dangerous equipment if they haven’t been trained. Most importantly, it is illegal for a 16-year-old to clean the machine. (See answer to question #1 above.) And Molly doesn’t have to prove herself. She shouldn’t give in to the pressure of sexual harassment.

Molly should report her supervisor’s remarks to someone higher in the store management. She should also discuss the situation with a responsible adult like a parent or teacher.

If the harassment doesn’t stop, Molly can file a complaint with the California Fair Employment and Housing Department or the federal Equal Employment Opportunity Commission (EEOC).

3. If Molly refused to clean the meat slicer, could she be fired?

No. By law, an employer can’t fire a worker for refusing an illegal work assignment.

C. Homework.

(5 minutes for explanation)

Pass out *On the Job—Yesterday and Today* (Handout #6). The handout has seven stories about young workers and job safety. Some deal with young people working earlier in this century and others are about young people today. Each story is followed by a set of questions.

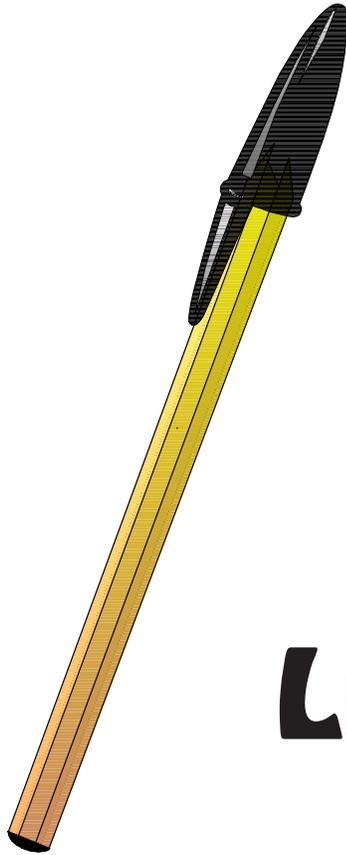
Explain that everyone should read all three stories as their homework. Each student should then choose **one** story that he or she finds particularly interesting and answer the three questions that follow it.

These are essay questions, but the answers may be fairly short. Tell students that to answer some of the questions, they will probably need to contribute facts and ideas from their own knowledge and experience. Suggest that if the answer to a question isn't clear from the story, they should explain in their response what isn't clear and what additional information they would like to have.

If reading all three stories does not seem practical for your class, you can choose one of the three.

This exercise encourages students to think about how and why working conditions change. Students should bring their answers to the next class, where these issues will be discussed in more depth.

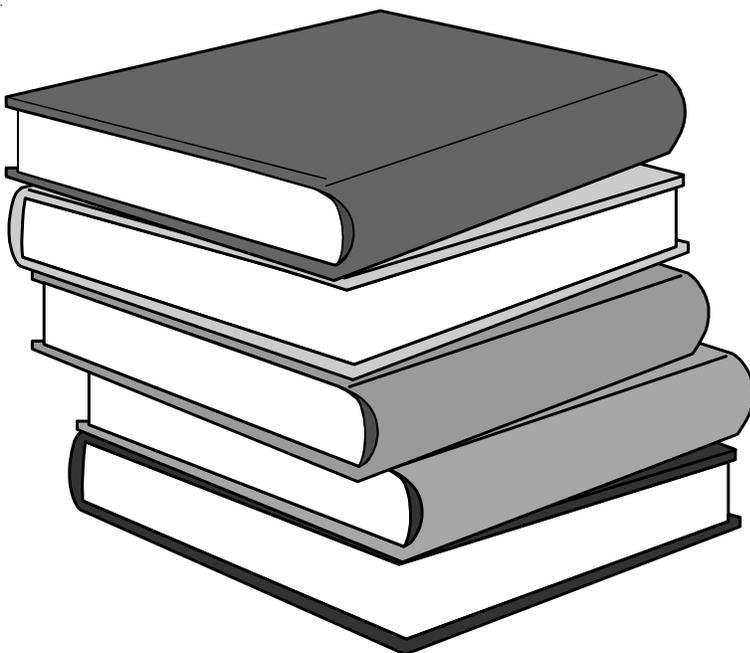
Mention that the readings may give students ideas they can use for their oral history presentations later in the unit.



4

LESSON FOUR

Taking Action



Lesson Plan Four

Activity	Grouping	Time	Materials
<p>A. Homework review.</p> <p>Students discuss readings in the handout, <i>On the Job—Yesterday and Today</i>, and answer the questions provided about each story.</p>	Class	15 minutes	● Handout #6. (<i>Copies used for homework.</i>)
<p>B. Brainstorming.</p> <p>Based on the stories students read for homework, the class discusses what factors contribute to change in working conditions.</p>	Class	15 minutes	
<p>C. Oral history assignment.</p> <p>Teacher explains the concept of an oral history and presents an example. Students are given the major week-long homework assignment—an oral history of a parent or other working adult.</p>	Class	15 minutes	● Handout #7.
<p>D. Homework.</p> <p>Students prepare questions for their oral history interview.</p>	Individual	5 minutes (<i>for explanation</i>)	

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Homework review.

(15 minutes)

Make sure students have brought their copies of *On the Job—Yesterday and Today* (Handout #6). The homework assignment was to read all three stories and to answer the essay questions on any **one** story.

Go through the three stories in order. (If time is short, you may want to cover only one of them.)

If you wish, have someone read the first story and its questions aloud. Then ask another member of the class to try to answer the questions, and have the entire class discuss the answers. Students who chose this story for their written homework may have more to contribute to the discussion, but try to get everyone involved. Tell students they will probably need to contribute facts and ideas from their own knowledge and experience.

Proceed in the same way with the remaining stories.

As facilitator of the discussion, give special attention to the **second** question following each story. Focus on the health and safety hazards depicted. You may find it helpful to make a list on the chalkboard of the hazards students find in each story. (Make a separate list for each story.)

For example, your list for the first story, *The Triangle Fire*, might include:

- cloth scraps spread fire
- inadequate fire exits and fire escape
- no sprinklers
- doors opened inward
- locked doors
- overcrowding.

B. Brainstorming.

(15 minutes)

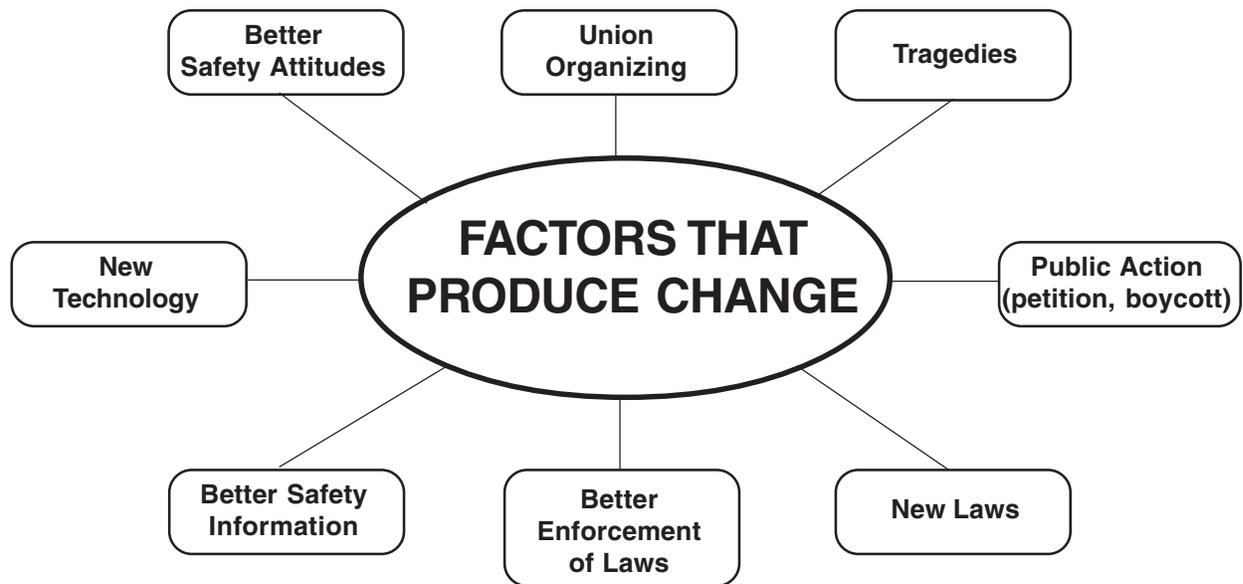
Explain that students will now look at the material from the homework assignment in a new way. The class will “brainstorm” a list of the factors that led to better working conditions in each story.

The class should draw on **all** the stories in Handout #6. Ask for people’s answers to the **third** question following each story. Make a list on the chalkboard of the points they mention—factors that led to change in each story, and what else might have been done. Your list may look like this:

✓ Factors That Can Produce Change

- tragedies
- public awareness of problems
- petition campaigns and boycotts
- government investigations
- new laws—child labor, safety, workers’ compensation
- better enforcement of laws
- penalties and fines
- union organizing
- better worker and employer attitudes toward safety
- better safety information
- different jobs and technology.

A visual diagram of your brainstorm might look like this:



After you have completed the brainstorm, ask students to turn in their written homework.

C. Oral history assignment.

(15 minutes)

Explain to the class that an oral history project will be a major part of this unit. Ask for volunteers to try to define what an oral history is. Then explain that an oral history collects information about past events, attitudes, and actions through personal stories.

Tell the class that each student will interview a parent or other working adult, focusing on workplace health and safety. This will be a two-week homework assignment. Each student will be required to write a **1–2 page report** summarizing the information from the interview. Interview notes should also be turned in with the final report. In addition, each student will give a **short oral presentation** not exceeding 5 minutes.

If students need additional help understanding the concept of an oral history, you may want to have the class read an example. Two of the stories in Handout #6, *Strawberry Fields* and *Pizza Delivery*, are oral history accounts. Although they were used earlier, you may want to have the class re-read one of these stories now with an oral history focus in mind.

If you have access to the Internet, you can find additional oral history examples and information by searching the World Wide Web under “oral history.”

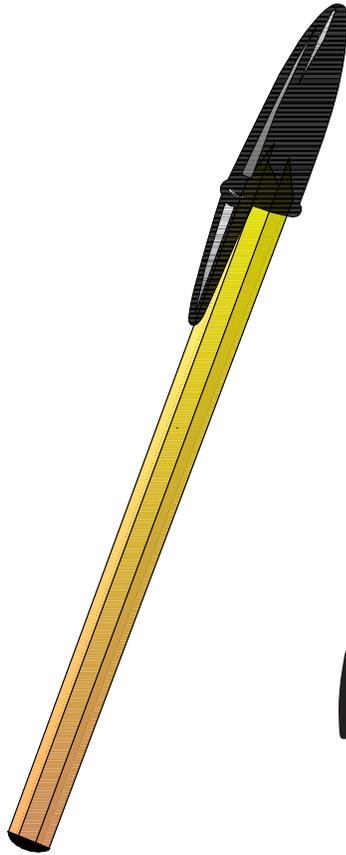
Distribute *Your Oral History Project* (Handout #7).

D. Homework.

(5 minutes for explanation)

Tonight’s homework is the first step in the oral history project. Each student should prepare questions to use in the oral history interview. Everyone should come up with one question in each of the areas below. (These categories are also listed in Handout #7.) Thus each student will write five questions.

- **Work Experience.** It is important to know what kind of work the interview subject does and/or has done in the past. A description of the working conditions on the person’s job(s) will make the interview interesting.
- **Dangers on the Job.** Learn about any health and safety hazards, work injuries, and/or work-related illnesses that the interview subject has faced.
- **Health and Safety Attitudes.** Ask about the subject’s attitudes toward job health and safety, along with the attitudes of co-workers and supervisors.
- **Changes in Workplace Health and Safety.** Try to find out if the subject has seen any changes in working conditions or health and safety attitudes during his or her working life. It will be interesting to see if working conditions have improved, gotten worse, or stayed the same.
- **Opinions.** Ask the subject why he or she believes changes in workplace health and safety occurred, or why things stayed the same.



5

LESSON FIVE

Preparing Oral Histories



Lesson Plan Five

Activity	Grouping	Time	Materials
<p>A. Preparing for the oral history interview.</p> <p>Students read and discuss the oral history questions they prepared. Teacher presents guidelines for conducting the oral history interview.</p>	Class	25 minutes	● Handout #8.
<p>B. Writing the final report.</p> <p>Students learn how to organize and write their oral history reports.</p>	Class	20 minutes	● Handouts #9–10.
<p>C. Homework.</p> <p>Teacher assigns the oral history project and answers any questions.</p>	Individual	5 minutes <i>(for explanation)</i>	

Total Class Time: 50 minutes

DETAILED TEACHER'S INSTRUCTIONS

A. Preparing for the oral history interview.

(25 minutes)

Divide the chalkboard into five columns. Give the columns these headings: Work Experience, Dangers on the Job, Health and Safety Attitudes, Changes in Workplace Health and Safety, and Opinions. These headings correspond to the topic areas for the oral history interviews.

Work Experience	Dangers on the Job	Health and Safety Attitudes	Changes in Workplace Health and Safety	Opinions

Next, ask for several volunteers to read one question from the list they developed last night for homework. Write these questions on the board under the appropriate topic area. Make sure you get some questions from each topic area. If students come up with questions that are not relevant to workplace health and safety, suggest ways to alter the questions to make them relevant.

Following are examples of questions that should be included in each of the topic areas:

- **Work Experience**

Where do you work?

How long have you worked there?

What business is your company in?

What is your job?

- **Dangers on the Job**

What are some of the hazards on your job?

Have you or a co-worker ever been injured at work? If so, what happened?

- **Health and Safety Attitudes**

Do you think health and safety at work is important? Why or why not?

What are the health and safety attitudes of your co-workers and supervisors?

- **Changes in Workplace Health and Safety**

Is your job safer or less safe than it used to be? Why?

Has your company made any changes that make your job safer?

- **Opinions**

Why do you think health and safety improvements have or have not happened in your workplace?

Have students identify which questions on the board are open-ended questions and why. Remind them that open-ended questions get the person to tell a story instead of just giving a simple “yes” or “no” response. These questions will make the interview more interesting and provide more information for the final report. Most open-ended questions start with “Why,” “How,” “What,” “When,” or “Where.”

Have students copy the questions from the board. Encourage them to use some of these examples in addition to the questions they prepared themselves. However, remind them to make their interview questions specific to the person they are interviewing.

Finally, distribute *The Oral History Interview* (Handout #8). Go over the points on the handout with the class. Tell students to read over these guidelines again prior to their interview. The handout provides tips for making the interview successful. Answer any questions students may have about the handout.

B. Writing the final report.

(20 minutes)

First, distribute *Writing Your Oral History Report* (Handout #9). Using the handout, go over the basic elements of a written report (such as Title, Introduction, Body of Paper, and Conclusion).

Next, pass out *Example of an Oral History Written Report* (Handout #10). This is a sample of a written report of an oral history interview conducted by a student. Have the class read it. Lead a class discussion of the questions following the report on the handout. (Questions are reprinted below.) Then ask students to identify key elements of report writing, based on the example.

Questions

1. What information is included in the introduction? What other information would you include?
2. Put a check mark next to each main topic within the body of the paper. Did the author devote one paragraph to each topic? Look at the paragraphs. What is the main topic of each one?
3. What is the topic sentence of the second paragraph? Does the author provide details to support the topic sentence? List these.
4. How did the interview affect the author's attitudes and opinions about health and safety? In which paragraph is this information provided?
5. What is the title of this report? Write another title that would also fit this report.

C. Homework

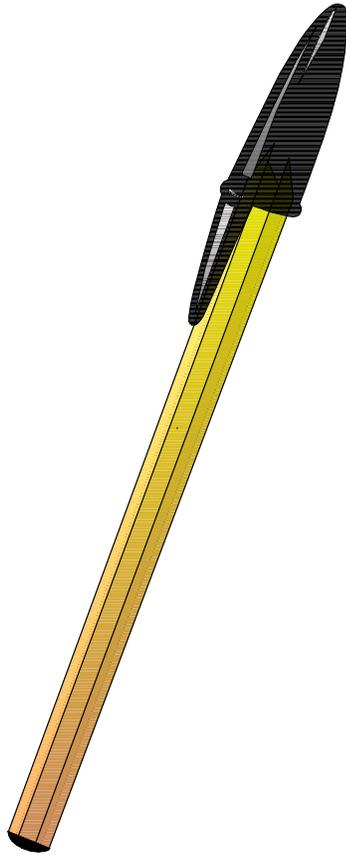
(5 minutes for explanation)

Each student will now conduct an oral history interview and write a report. Everyone should also prepare a short class presentation about his or her project.

Remind students that they will need to turn in their interview notes along with the written report.

Set a due date for the completion of this assignment. This will be the date of the next class in this unit (Lesson 6). It's best to schedule Lesson 6 for a week or more after students begin the assignment, to allow enough time. In Lesson 6, students will turn in their reports and interview notes. They will also give their class presentations.

Answer any questions students have about the assignment.



6

LESSON SIX

Presenting Oral Histories



Lesson Plan Six

Activity	Grouping	Time	Materials
A. Presenting oral histories. Students give reports about their oral histories to the entire class.	Class	1–2 class periods	
B. Summing up. Students discuss their reactions to the project and ask any questions they have.	Class	10 minutes	

Total Class Time: Depends on the number of oral presentations.

DETAILED TEACHER'S INSTRUCTIONS

A. Presenting oral histories.

(1–2 class periods)

Have each student give a brief presentation summarizing his or her oral history project. No presentation should exceed five minutes.

If there is insufficient time for all students to give their presentations, it is preferable to devote an additional class period to those remaining. Most students will take pride in their work, and no one should be left out.

In addition to their oral presentations, students are required to turn in their written reports and interview notes. Collect these now.

B. Summing up.

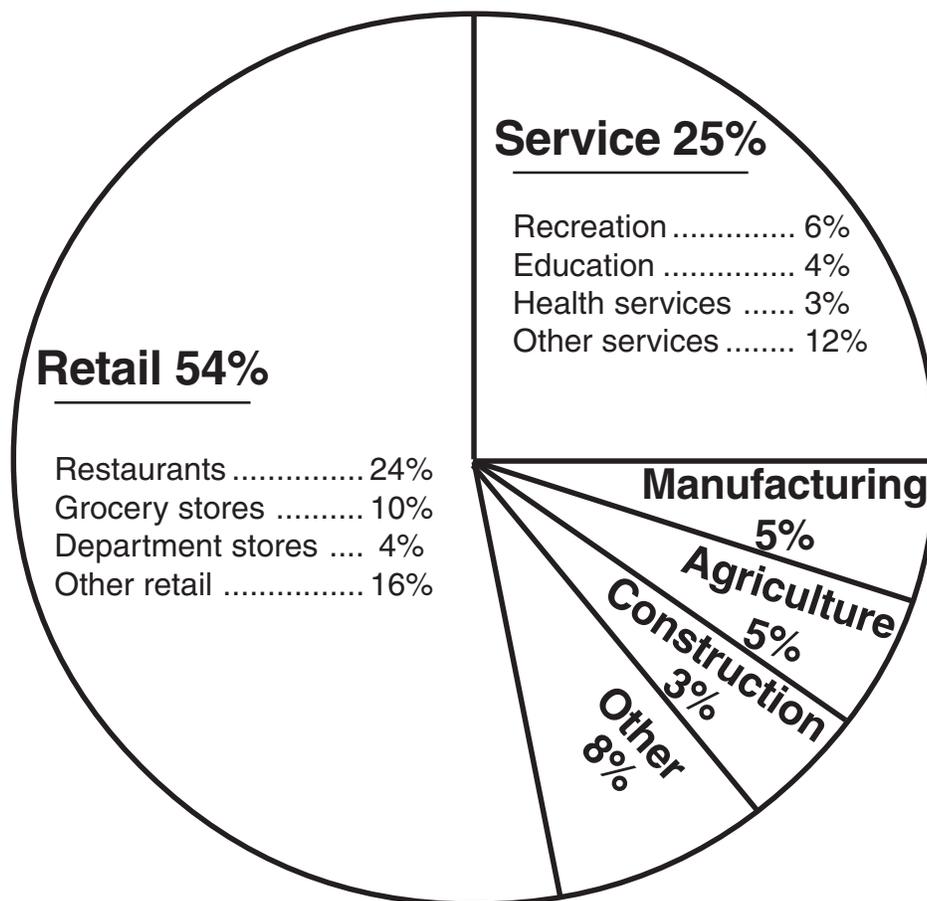
(10 minutes)

Ask students to share their reactions to the entire project, and answer any questions they have. Involve the whole class in this discussion.

Overheads

Where Do U.S. Teens Work?

- Most teen jobs are part-time, temporary, and low-paying.
- Many teens work in industries that have high injury rates. Examples: grocery stores, health services, and recreation.
- This chart shows where U.S. teens work:



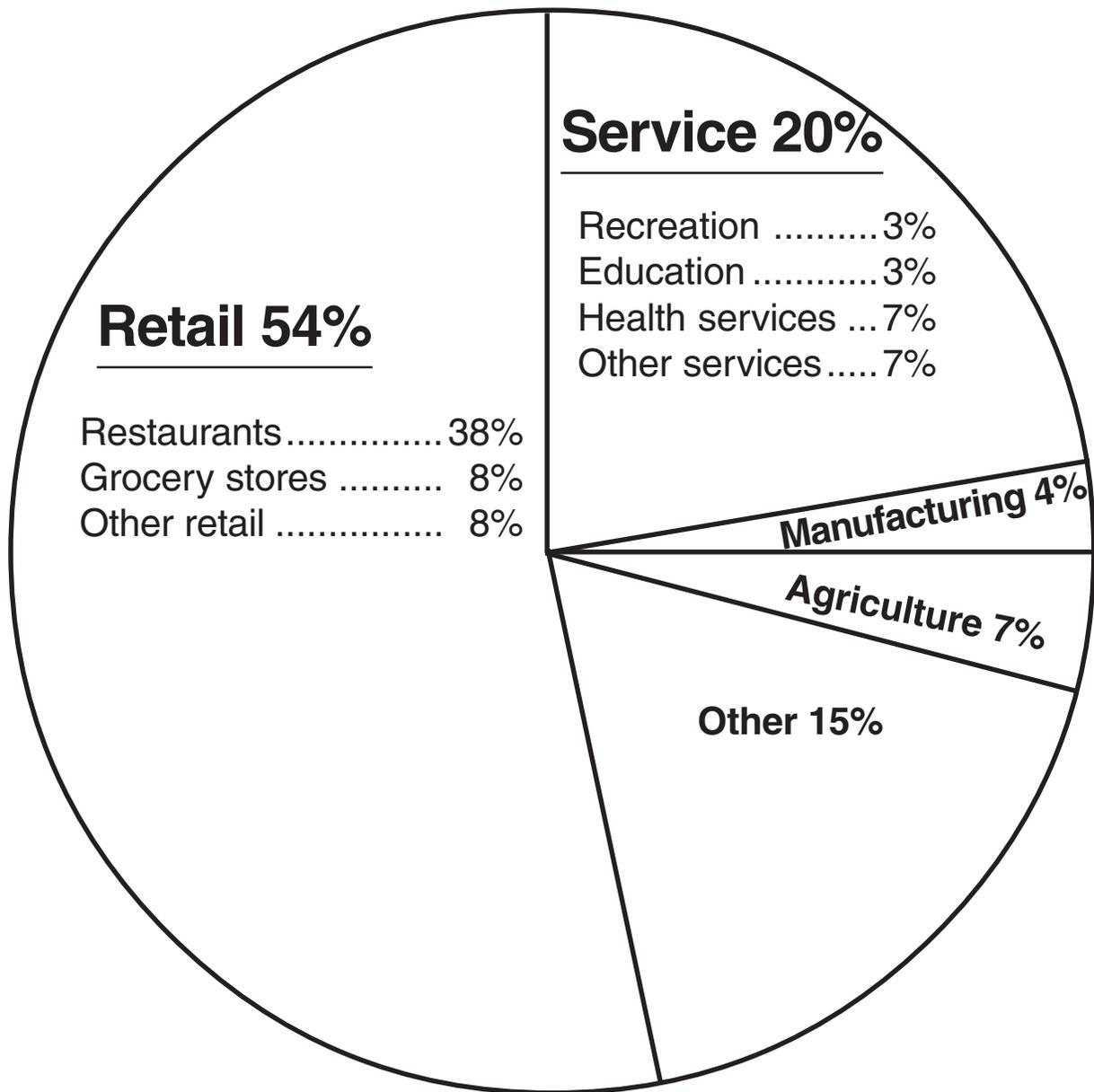
Thousands of Teens Are Injured on the Job

- Millions of U.S. teens work, and thousands are injured on the job every year.
- About 64,000 U.S. teens (ages 14–17) went to hospital emergency rooms with job injuries in 1992.*
- Teen job injury rates:
 - are higher for males than for females.
 - are higher for older teens than for younger ones.
- Common teen job injuries include cuts, sprains, strains, burns and fractures.
- About 70 U.S. teens (ages 16–17) died from job injuries every year during the 1980s.* Leading causes of death were motor vehicles, farm machinery, other machines, electrocution, and homicides.

** These are the latest figures available.*

Where Are Teens Injured?

- This chart shows U.S. teen injuries by industry in 1992:



How Are Teens Injured?

- Statistics show that many teen job injuries are caused by:
 - Driving motor vehicles
 - Operating tractors
 - Handling hot liquids and grease
 - Using cutting tools
 - Using non-powered hand tools
 - Lifting heavy objects
 - Working late at night
 - Working alone.

- The law prohibits teens from doing some of these tasks (but not all).





Handouts

Danger at the Meat Slicer!

Scene: Teen workers in a fast food restaurant.

Mario: Oh, man! I really cut myself this time. Maybe I need stitches.

Gloria: You should tell the boss. He should pay for you to go to the doctor. And he should fix that slicer. This isn't the first time someone's been hurt.

Tasha: Are you crazy? You want to get him fired? He should have been paying attention and he wouldn't have been hurt. Jobs aren't easy to find.

Mario: Maybe she's right. I got distracted. Besides, I don't think it's so bad. It has stopped bleeding now.

Gloria: You guys are the ones who are crazy. That slicer needs a safety guard put back on. What if the next person who gets cut isn't so lucky? Someone could lose a finger!

What Should Mario Do?

If you were Mario, what would you do? Read these two possible endings for the story, choose one, and write one paragraph explaining why you think Mario should make this choice.

Ending #1: Mario tells his boss about the accident. He also tells the boss that the meat slicer is missing a safety guard.

Ending #2: Mario just puts a bandage on his cut and keeps working. He says nothing to the boss.

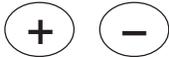
Think Positive / Think Negative

The statements here reflect some common attitudes toward safety. Read each one, and try to decide if it is a **positive** or **negative** attitude. You are not saying whether you agree or disagree with these attitudes—you're trying to decide if they are positive or negative.

● **POSITIVE** thinking encourages constructive action, and can lead to safer working conditions.

● **NEGATIVE** thinking discourages action and won't lead to change.

CIRCLE



- | | | |
|---|---|---|
| + | - | It is important to speak up for what I believe in. |
| + | - | It won't happen to me. |
| + | - | I'm more careful than people who get hurt. |
| + | - | A safe workplace makes good business sense. |
| + | - | Getting hurt on the job is too awful. I just don't want to think about it. |
| + | - | People might think I'm silly if I complain. |
| + | - | I don't want to take the extra time to try to change things. |
| + | - | My health is more important than how much money this business makes. |
| + | - | If I don't watch out for myself, I can't assume anyone else will. |
| + | - | I have influence with my friends and try to get them to do what's right. |
| + | - | Safety is all in the cards. Whatever happens happens. There's nothing I can do. |
| + | - | If my job can't be made safe, I'd rather look for another job. |
| + | - | I'm a man. I can take it. You won't catch me worrying about safety. |
| + | - | I'm a woman. It wouldn't be right for me to speak up. |
| + | - | I have to take my job as it is. I can't risk losing my job by complaining. |

Writing assignment: Choose one “negative” attitude and write a short rebuttal (one to two paragraphs) to convince other people to change their way of thinking.

Are You a Working Teen?



**Protect Your Health
Know Your Rights**

Labor Occupational Health Program
University of California, Berkeley

English Handout #3—Page 2

Could I Get Hurt or Sick on the Job?

Every year **70 teens die** from work injuries in the United States. Another **64,000 get hurt** badly enough that they go to a hospital emergency room.

Here are the stories of three teens:

- 18-year-old Sylvia caught her hand in an electric cabbage shredder at a fast food restaurant. Her hand is permanently disfigured and she'll never have full use of it again.
- 17-year-old Joe lost his life while working as a construction helper. An electric shock killed him when he climbed a metal ladder to hand an electric drill to another worker.
- 16-year-old Donna was assaulted and robbed at gunpoint at a sandwich shop. She was working alone after 11 p.m.

Why do injuries like these occur? Teens are often injured on the job due to unsafe equipment, stressful conditions, and speed-up. Also they may not receive adequate safety training and supervision. Teens are much more likely to be injured when they work on jobs they are not allowed to do by law.

What Are My Rights on the Job?

By law, your employer must provide:

- A safe and healthful workplace.
- Training about health and safety, including information on chemicals that could be harmful to your health.
- Protective clothing and equipment.
- Payment for medical care if you get hurt or sick because of your job. You may also be entitled to lost wages.
- At least the minimum wage, \$5.75 an hour as of March, 1998. In some cases, employers can pay less than minimum wage during your first three months, if you are under 18. Call toll-free ☎ 1-888-275-9243 for more information.

You also have a right to:

- Report safety problems to Cal/OSHA.
- Work without racial or sexual harassment.
- Refuse to work if the job is immediately dangerous to your life or health.
- Join or organize a union.

What Hazards Should I Watch Out For?

Type of Work	Examples of Hazards
Janitor/Clean-up	<ul style="list-style-type: none">• Toxic chemicals in cleaning products• Blood on discarded needles
Food Service	<ul style="list-style-type: none">• Slippery floors• Hot cooking equipment• Sharp objects
Retail/Sales	<ul style="list-style-type: none">• Violent crimes• Heavy lifting
Office/Clerical	<ul style="list-style-type: none">• Stress• Harassment• Poor computer work station design

English Handout #3—Page 3

Is It OK to Do Any Kind of Work?

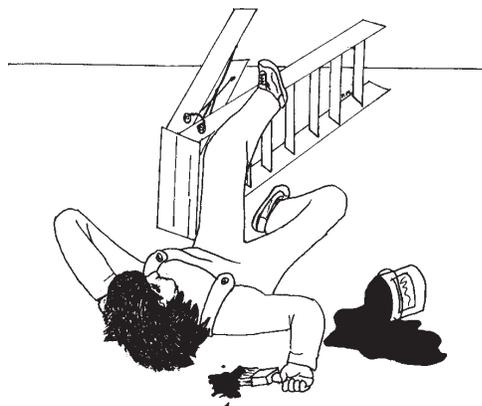
NO! There are laws that protect teens from doing dangerous work.

In California no worker under 18 may:

- Drive a motor vehicle or forklift on the job
- Use powered equipment like a circular saw, box crusher, meat slicer, or bakery machine
- Work in wrecking, demolition, excavation, or roofing
- Work in logging or a sawmill
- Handle, serve, or sell alcoholic beverages
- Work where there is exposure to radiation

Also, no one 14 or 15 years old may:

- Do baking or cooking on the job (except at a serving counter)
- Work in dry cleaning or a commercial laundry
- Work on a ladder or scaffold
- Do building, construction, or manufacturing work
- Load or unload a truck, railroad car, or conveyor



Are There Other Things I Can't Do?

YES! There are many other restrictions regarding the type of work you can and cannot do.

If you are **under 14**, there are even stricter laws to protect your health and safety.

Check with your school counselor or job placement coordinator to make sure the job you are doing is allowed.

Do I Need a Work Permit?

YES! If you are under 18 and plan to work, you must get a work permit from your school (unless you have graduated).



What Are My Safety Responsibilities on the Job?

To work safely you should:

- Follow all safety rules and instructions
- Use safety equipment and protective clothing when needed
- Look out for co-workers
- Keep work areas clean and neat
- Know what to do in an emergency
- Report any health and safety hazard to your supervisor

English Handout #3—Page 4

Should I Be Working This Late or This Long?

Child labor laws protect teens from working too long, too late, or too early.

This table shows the hours teens may work. (There are exceptions for students in work experience programs.)

Work Hours for Teens		
	Ages 14 and 15	Ages 16 and 17
Work Hours	<ul style="list-style-type: none"> • Not before 7 am or after 7 pm during the school year • Not during school hours • 7 am–9 pm during the summer 	<ul style="list-style-type: none"> • Not before 5 am or after 10 pm on school nights • Not before 5 am or after 12:30 am when there is no school the next day
Maximum Hours When School Is in Session	<ul style="list-style-type: none"> • 18 hours a week, but not over: <ul style="list-style-type: none"> • 3 hours a day on school days • 8 hours a day Saturday—Sunday and holidays 	<ul style="list-style-type: none"> • 48 hours a week, but not over: <ul style="list-style-type: none"> • 4 hours a day Monday–Thursday • 8 hours a day Friday–Sunday and holidays
Maximum Hours When School Is not in Session	<ul style="list-style-type: none"> • 40 hours a week • 8 hours a day 	<ul style="list-style-type: none"> • 48 hours a week • 8 hours a day

What If I Need Help?

- Talk to your boss about the problem.
- Talk to your parents or teachers.
- For health and safety information and advice, call U.C. Berkeley's Labor Occupational Health Program (LOHP).
☎ (510) 642-5507
- If necessary contact one of these California government agencies: (your local number can be found in the State Government pages.)
 - **Cal/OSHA** (under Industrial Relations Dept.)—to make a health or safety complaint.
☎ (415) 972-8500
 - **Labor Standards Enforcement** (under Industrial Relations Dept.) to make a complaint about wages or work hours.
☎ (415) 557-7878
 - **Fair Employment and Housing**—to make a complaint about sexual harassment or discrimination.
☎ (800) 884-1684

You have a right to speak up!

It is illegal for your employer to fire or punish you for reporting a workplace problem.





Check Your Understanding

Questions on the Factsheet

1. Who is responsible for keeping the workplace safe and healthy?
2. Are teens allowed to drive a motor vehicle on the job?
3. Who pays for your medical care if you get hurt or sick because of your job?
4. Can 16 year olds work on ladders or scaffolds?
5. Are teens allowed to work with restaurant equipment like slicers or bakery machines?
6. Who is responsible for *supplying* safety equipment and protective clothing?
7. Who is responsible for *using* safety equipment and protective clothing?
8. If you are over 18 years old but still in high school, do you need a work permit?



English Handout #4

Page 2

- 9.** If you graduated from high school but are still under 18, do you need a work permit?

- 10.** If you are 15 years old, how late in the evening can you work during the school year?

- 11.** What are four things you can do if you need help with a problem at work?

- 12.** Who can you call to complain about a health and safety problem at work?

- 13.** Can you be fired for reporting a health and safety problem at work?

- 14.** Can your employer pay you less than the minimum wage?

- 15.** Who can you call if your employer doesn't pay you the minimum wage or makes you work too many hours?

- 16.** Who should you call if you are a victim of sexual harassment or discrimination on the job?

Teen Worker Scenarios

Scenario #1

Billy A.

Billy A. is a 15-year-old restaurant worker. One day, while flipping hamburgers on the grill, he slipped on grease which had splattered on the floor. He tried to grab a bar next to the grill to catch his fall, but missed it and put his hand on the grill instead. His right hand was badly burned.

A few days before, Billy's boss had told the crew he would never pay for medical treatment if anyone hurt themselves. He said that most injuries happen because workers are careless.

- 1. List four things Billy should do right after he is injured.**
- 2. Were any laws broken?**
- 3. Could Billy sue the employer for this job injury?**
- 4. Could Billy get workers' compensation?**
- 5. How could Billy's injury have been prevented?**

Scenario #2

Michael B.

Michael B. is 16 years old and works in a sheet metal shop. One day, a machine he uses was not working properly. He told his supervisor. The supervisor told Michael to remove a safety device so a mechanic could fix the machine. He said that Michael should keep working on the machine until the mechanic arrived.

Michael removed the safety device and kept working. After a few minutes, a lever on the machine released on its own. Michael tried to pull his hand out of the way, but the tip of his finger was caught and cut off.

A few days before, Michael's boss had told everyone in the shop to be careful, because he would fire anyone who had a job injury.

- 1. List four things Michael should do right after he is injured.**
- 2. Were any laws broken?**
- 3. Could Michael sue the employer for this job injury?**
- 4. Could Michael get workers' compensation?**
- 5. How could Michael's injury have been prevented?**

Scenario #3

Tasha C.

Tasha C. is 14 years old. She works a few hours every day after school in a nursing home, for a total of 20 hours a week. She delivers trays of food to the residents, and gives them other assistance when they need it. Sometimes she works until 9pm to help the residents get ready for the night. Some of these patients are bedridden and need to be lifted.

When she gets home at night, Tasha is often too tired to do her homework. Lately she has had a lot of back pain.

- 1. What should Tasha do about her back pain?**
- 2. Were any laws broken?**
- 3. Could Tasha sue the employer for this job injury?**
- 4. Could Tasha get workers' compensation?**
- 5. How could Tasha's injury have been prevented?**

Scenario #4

Molly D.

Molly D. is 16 years old and works in a supermarket. One evening she was asked to clean the meat slicer in the deli department. She had never used or cleaned it before, and had never been trained to do so. She was afraid of the slicer because once she had seen a co-worker cut his hand to the bone. Still, she did not complain, and did what she was told. She cleaned the slicer without any problems and didn't get injured.

Molly decided to clean the meat slicer without complaint because she didn't want any more trouble with her supervisor. For several weeks, he had been giving her a hard time. The last time he reprimanded her, he turned to a male co-worker and said "Girls are only good for one thing."

- 1. Were any laws broken?**
- 2. What should Molly do about this situation?**
- 3. If Molly refused to clean the meat slicer, could she be fired?**

On the Job—Yesterday and Today

Here are three stories about young people who face health and safety hazards on the job. Some of the stories are about young workers in the past, and some are about young workers today. Each story is followed by a set of questions.

Read all three stories. Then choose **one** story that particularly interests you, and answer the questions that follow it. These are essay questions. To answer some of the questions you may need to add information from your own experience. If the answer to a question isn't clear to you from the story, explain what isn't clear and what additional information you'd like to have.

This exercise encourages you to think about how and why working conditions change. Bring your answers to the next class where we will discuss these issues in more depth.

Reading these stories may give you ideas you can use for your oral history presentation.

The Triangle Fire

It was a Saturday afternoon—March 25, 1911—near quitting time at the Triangle Shirtwaist Company in New York City. Passersby suddenly heard a sound “like a big puff,” the noise of crashing glass, and then smoke billowed through an eighth-floor window. People saw a bundle come out of a window. More and more bundles came out. When they hit the street, they turned out to be bodies.

More than 140 workers—primarily young Italian and Jewish women—died in less than a half hour. Many of the victims were teenagers. Some burned to death, others were overcome by smoke, and many died jumping from windows.

The fire began in workrooms which were full of cloth scraps. These spread the fire quickly. In minutes, flames moved from the eighth floor, where the fire started, to the ninth and tenth floors.

The building had only two staircases, and they were winding and narrow. The elevators stopped running, and some workers tried to climb down the elevator cables. There were no sprinklers. The one fire escape collapsed when workers attempted to use it.

English Handout #6

Page 2

Doors opened inward, not outward, so it was difficult to open them from inside. Many of the doors had been locked by the company so that workers could be stopped and checked for theft when they left the building.

The Triangle Shirtwaist Fire was a decisive event in labor history. It marked a turning point in the fight by labor unions and reformers to eliminate dangerous sweatshops and to obtain workplace safety legislation. Sweatshops like the Triangle factory had proliferated in late 19th- and early 20th-century American cities, but public horror over the 146 deaths on March 25, 1911 gave new impetus to a reform current in the press and politics. The fire likewise called public attention to the growing number of women workers in the U.S.

After the fire, the factory owners were tried for manslaughter, but were acquitted. Only a few of the dead workers' families received any compensation. But three months after the fire, the state legislature created a Factory Investigating Commission. Under public pressure, the Commission issued dozens of new industrial regulations, covering everything from fire safety to working hours.

Many worker protections taken for granted today originated in New York at that time. New laws were created all over the country. By 1914 every state but one had a minimum working age of at least twelve. Many states also passed their first workers' compensation laws during this period. Unions began to organize garment workers in large numbers.

—*LOHP Monitor and other sources*

Questions

1. What do you find most interesting about this story? Why?
2. What health and safety hazards are shown in this story?
3. Did the events in this story lead to better working conditions? If so, what factors caused conditions to change? If not, what else do you think might have been done to improve conditions?

Strawberry Fields

This is the story of Augustino Nieves, a fourteen-year-old boy born in Mexico whose family moved to California. He spoke before a committee of the U.S. Congress about his work experiences. A few years after Augustino told this story, the United Farm Workers Union began to organize 20,000 California strawberry workers.

I have been working in the fields of California for the past two years. I was unable to begin school in September 1989 because we were still working in the fields. I missed three months of school.

One company said I needed a permit to work. So I went to another company. They knew I did not have a work permit or even a social security card, but they hired me.

My job consists of moving up and down long rows of strawberry plants, bent over looking for strawberries. I pick only the good strawberries and place them in a packing box. I move my push cart up and down the field. I may spend the whole day working in a stooped position. When there are a lot of ripe strawberries in the field our crew begins working at 6:30 a.m. and continues working until 8 p.m. We work 6 days a week.

On a good day, I can pick about 30 boxes of strawberries. If the strawberries are for the market, they pay us \$1.25 a box. If I work really hard, I can make about \$36.50 for a 13-hour day. That comes out to about \$2.80 an hour. We have to work through our breaks. We take only 20 minutes for lunch. By the end of the day, our backs hurt and we are very tired.

The boss is supposed to have clean bathrooms and water for us out in the field. However, there are many days when there are no bathrooms in the field. When there are bathrooms, they are usually several hundred meters away from us, and oftentimes they are very dirty. The boss puts the bathrooms so far away because he wants to discourage us from taking breaks. When we are lucky enough to have water, instead of having disposable drinking cups, we all use the same cup.

One of the worst things about working in the strawberry fields is that every eight days, the ranchers apply sulfur to the fields as a pesticide. When we bend over to pick the strawberries, the sulfur gets into our eyes. The sulfur stings our eyes and burns our throats. We have to keep working even though we are in great pain.

English Handout #6

Page 4

The foreman always puts great pressure on us to work as fast as we can. He comes up behind us and yells at us to work faster and faster. Oftentimes, he insults me because I am a Mixtec Indian. They scream, “Hurry up, work faster, you Pinche Oaxequeno.” The foreman especially puts a lot of pressure on me because I still cannot work as fast as an adult man.

We know that the boss exploits us. However, we cannot complain or the foreman will fire us. There are plenty of people who want our jobs, and we have to put up with these abuses or we will not be able to work.

I wish I did not have to work in the fields but my family needs all the money that I can earn. The rent of our apartment is \$750 a month. About 25 people live in our three-bedroom apartment.

My dream is to graduate from high school. However, if my family ever needs me to go out to work in the fields, that is where I will be.

—Adapted from Milton Meltzer, *Cheap Raw Material*

Questions

1. What do you find most interesting about this story? Why?
2. What health and safety hazards are shown in this story?
3. Did the events in this story lead to better working conditions? If so, what factors caused conditions to change? If not, what else do you think might have been done to improve conditions?

Pizza Delivery

Jesse Colson was a seventeen-year-old Indiana boy who died in 1989 while making a delivery for Domino's Pizza. His mother told a Congressional committee what happened to her son. Shortly after this incident and several other accidents, Domino's ended its guarantee of 30-minute delivery.

Domino's had a policy of guaranteeing the delivery of pizza within 30 minutes. They relied on young people whom they hired as drivers. I wish that someone at Domino's headquarters had taken 30 minutes to think about the sensibility of their policy. That 30 minutes just may have saved my son's life.

After he began working at Domino's, I noticed that Jesse's driving habits were not as good as they had been. He always seemed to be in a hurry. He began to talk about the pressure he was feeling. I could see that he was pressured just by looking at him.

We also began to question the distance he had to go to deliver these pizzas. And Jesse was not getting enough sleep due to the late hours. He would be so "wired" when he came home at night that it took him a while to relax just so he could fall asleep. It was becoming apparent to me that the whole Domino's work ethic was a recipe for disaster.

Finally, I told Jesse he needed to find another job. This one just wasn't worth it. He was under too much pressure, not getting enough sleep, and was tearing up his car. He found another job, which he would have started the following Monday.

On Saturday, Jesse discovered that his car had a flat, and by the time he got it repaired he was running late for work. As he ran out the door, he asked me to call his manager to let him know he was late. That was the last time I saw him alive.

During the day, it had begun to storm and by that evening there was standing water in the roads. The roads in that area are badly paved, rough, curvy, and winding. The site of the accident was three miles from the store. I don't know where he was headed.

From what the police officers could tell, Jesse was driving too fast and he came upon a small rise in the road with standing water. He hydroplaned and became airborne. The officer told me there was no way he could have controlled the vehicle, a pickup truck that belonged to the store.

English Handout #6
Page 6

The truck wrapped around an enormous utility pole and Jesse, who wasn't wearing his seatbelt, was thrown between the door and the doorframe and killed instantly. His aorta was ruptured. Officers told me that it wasn't likely a seatbelt would have saved his life.

—Adapted from Milton Meltzer, *Cheap Raw Material*

Questions

1. What do you find most interesting about this story? Why?
2. What health and safety hazards are shown in this story?
3. Did the events in this story lead to better working conditions? If so, what factors caused conditions to change? If not, what else do you think might have been done to improve conditions?

Your Oral History Project

What is an oral history?

An oral history collects information about events, attitudes, and actions through personal stories. The oral history project for this class will focus on hazards in the workplace.

What will I need to do to complete the assignment?

- Choose someone to interview.
- Set up a time and place for the interview.
- Develop interview questions.
- Prepare for the interview.
- Conduct the interview.
- Write your final report.
- Prepare a class presentation at home, and practice delivering it.
- Give your presentation during class.
- Turn in your written report and interview notes.

Whom should I interview?

Interview a parent or other working adult. Your questions should deal with health and safety conditions on this person's current job, or on some job they had in the past. This person is called your **interview subject**.

What should I ask during the interview?

The interview should focus on the person's experiences and opinions about health, safety, and other conditions on the job. You should ask questions in each of the following areas:

- **Work Experience.** It is important to know what kind of work the interview subject does and/or has done in the past. A description of the working conditions on the person's job will make the interview interesting.
- **Dangers on the Job.** Learn about any health and safety hazards, injuries, and/or work-related illnesses that the subject has faced.
- **Health and Safety Attitudes.** Ask about the subject's attitudes toward job health and safety, along with the attitudes of co-workers and supervisors.

English Handout #7

Page 2

- **Changes in Workplace Health and Safety.** Try to find out if the subject has seen changes in working conditions or health and safety attitudes during his or her working life. It will be interesting to see if working conditions have improved, gotten worse, or stayed the same.
- **Opinions.** Ask the subject why he or she believes changes in workplace health and safety occurred, or why things stayed the same.

What makes a good interview question?

Ask open-ended questions. These get your interview subject to say more than **YES** or **NO**. Most open-ended questions start with **WHY**, **HOW**, **WHAT**, **WHEN**, or **WHERE**. For example, “What safety information was given to you before you began working?” is an open-ended question.

The Oral History Interview

Set up the interview.

Agree on a time and place for the interview. Set a definite time, even if the subject is a family member who lives with you. It is important to respect the person's time. Choose a time that is convenient and a place that is comfortable for both of you.

Prepare for the interview.

- **Do some research.** Our work in class should provide you with valuable information to help focus the interview. Other sources include magazines, newspapers, and other outside reading. If you can ask your interview subject a few questions in advance, it may help you to find interesting areas to explore during the interview itself.
- **Make a list of areas of interest.** Plan to cover as many of the topics listed in Handout #7 as possible. It may be helpful to write out a list of questions in advance, but don't limit yourself to these questions. You don't want to just read a list of questions to your subject. You need to be flexible enough to follow up if the person says something interesting.

Conduct the interview.

- **Use a tape recorder** (if possible). Test it before the interview to make sure it works. Place it close enough to the subject to get good sound. Ask the subject's permission to tape. If you can't use a tape recorder, take brief notes during the interview. Immediately afterward, go over your notes and write down other points you remember.
- **Listen carefully.** Answers that the subject gives may raise new questions you'll want to ask.
- **Show that you are listening.** Let your subject know you are interested by the way you sit, look, and respond. Make your subject feel comfortable with you and the interview.
- **Start with simple background questions.** Begin with name, age, place of birth, etc. Your next question should be one which encourages the subject to talk—for example, "How did you choose your occupation?"
- **Ask open-ended questions.** These get your subject to say more than "yes" or "no." Most open-ended questions start with "Why," "How," "What," "When," or "Where." For example, "What safety information was given to you before you began working?" is an open-ended question.

Writing Your Oral History Report

Your written report should summarize the interview. Go over your interview notes. Use your notes to help you remember the details of the interview. Your final written report should include the following sections:

Title

- **Choose a descriptive title for your report.** The title should be fairly short, describe the topic of the report, and catch the interest of your reader.

Introduction

- **Provide general information about the person you interviewed.** For example, you might want to include place of employment, type of job, length of time at that job, age, and place of birth. Feel free to include other general information about the person.
- **Alert your reader to the topics in your report.** End your introduction by listing the topic areas that will be discussed in the body of the paper.

Body of Paper

- **Write one paragraph for each topic you covered during the interview.** You might want to use the topic areas listed in *Your Oral History Project* (Handout #7) as a guide.
- **Begin each paragraph with a topic sentence.** A topic sentence is a general statement that gives the main point of the paragraph.
- **Provide details and examples from the interview for each topic.** The examples you use should support the topic sentence of the paragraph.

Conclusion

- **Use a transitional phrase to begin your concluding paragraph.** Examples: to conclude, in conclusion, in summary.
- **State what you learned overall from the interview.** Summarize the main points of the person's story, and what they taught you.
- **Describe how the interview affected your outlook on work, health, and safety.** Close the report with a few sentences about your attitudes and opinions regarding health and safety on the job, whether this project changed them, and why.

Oral History Report Format

Your name
Your class
Date

Title

Introduction

Body of paper

Topic #1

(one paragraph)

Topic #2

(one paragraph)

Topic #3

(one paragraph)

Topic #4

(one paragraph)

Conclusion

Example of an Oral History Written Report

Office Jobs Can Be Dangerous, Too! An Oral History Interview With My Aunt

I interviewed my Aunt Sandra. She is a data entry clerk in the office of a big trucking company. She has worked at this job for six years. Aunt Sandra was born in 1963 in Chicago. She got her first job when she was in high school. She washed dishes at a restaurant in her neighborhood. She moved to the Bay Area when she was 22. She says that her current job in an office may look safe to outsiders, but it can be dangerous. This report will discuss the hazards at my Aunt Sandra's work, attitudes about health and safety, changes she has seen in her workplace, and her opinions about why these changes happened.

Even though offices seem safe, there are many hazards in my Aunt Sandra's workplace. For example, she spends most of the day typing on a computer. She says that this can make your hands, wrists, and arms hurt. Aunt Sandra had to go to the doctor recently because of pain in her hands. She also got a tingling feeling in her hands. Sometimes the pain was so bad that it was hard for her to button her shirt. Typing was very difficult. She even had pain in her hands at home at night. The doctor told her that she had carpal tunnel syndrome, which is a nerve problem in the wrists and hands. The doctor said it was caused by the long hours of typing. Aunt Sandra said that high pressure and stress are other hazards on her job. Some of the people she works with also get headaches and allergies from the bad air in their office building.

At Aunt Sandra's office, different people have different attitudes about health and safety. Aunt Sandra believes that health and safety are very important. However, some of her co-workers don't think they will ever get hurt at work. Some of the supervisors don't think there are problems either. Aunt Sandra says that people need to realize that office jobs can cause injuries, like hers, as well as health problems. If everyone thinks it's no big deal, more people will get hurt. Aunt Sandra is glad that there are other people at work who feel the same way she does.

There have been a few changes in the working conditions at Aunt Sandra's office. For example, she now has a new chair that is adjustable and a wrist pad for her keyboard. These help put her hands and wrists in a better position when she is typing. During this past year there has also been health and safety training. Aunt Sandra thinks these are good ideas. But she also says that more needs to be done. She thinks that all people at her office need to have good equipment. They also need longer breaks to let their hands rest.

English Handout #10

Page 2

Changes at Aunt Sandra's office have happened for various reasons. She says that the company began training the workers after several people got hurt (like she did) working on the computers. She says that articles in magazines have also made people more aware of the things that can happen when you use computers. In addition, Aunt Sandra says that the union has talked to the company about getting people better equipment. In her opinion, this has been very helpful in getting some improvements. She says the union and many of the workers will keep pushing for more changes.

In conclusion, I learned many things about health and safety on Aunt Sandra's job. Some people think that only jobs like construction are dangerous. But my oral history interview with Aunt Sandra shows that office jobs have hazards, too. I now feel that health and safety in all jobs is very important. I also believe that people must try to improve their working conditions before somebody gets hurt.

Questions

1. What information is included in the introduction? What other information would you include?
2. Put a check mark next to each main topic within the body of the paper. Did the author devote one paragraph to each topic? Look at the paragraphs. What is the main topic of each one?
3. What is the topic sentence of the second paragraph? Does the author provide details to support the topic sentence? List these.
4. How did the interview affect the author's attitudes and opinions about health and safety? In which paragraph is this information provided?
5. What is the title of this report? Write another title that would also fit this report.

Are You a Working Teen?



Protect Your Health
Know Your Rights

Labor Occupational Health Program
University of California, Berkeley

1998

Could I Get Hurt or Sick on the Job?

Every year **70 teens die** from work injuries in the United States. Another **64,000 get hurt** badly enough that they go to a hospital emergency room.

Here are the stories of three teens:

- 18-year-old Sylvia caught her hand in an electric cabbage shredder at a fast food restaurant. Her hand is permanently disfigured and she'll never have full use of it again.
- 17-year-old Joe lost his life while working as a construction helper. An electric shock killed him when he climbed a metal ladder to hand an electric drill to another worker.
- 16-year-old Donna was assaulted and robbed at gunpoint at a sandwich shop. She was working alone after 11 p.m.

Why do injuries like these occur? Teens are often injured on the job due to unsafe equipment, stressful conditions, and speed-up. Also they may not receive adequate safety training and supervision. Teens are much more likely to be injured when they work on jobs they are not allowed to do by law.

What Are My Rights on the Job?

By law, your employer must provide:

- A safe and healthful workplace.
- Training about health and safety, including information on chemicals that could be harmful to your health.
- Protective clothing and equipment.
- Payment for medical care if you get hurt or sick because of your job. You may also be entitled to lost wages.
- At least the minimum wage, \$5.75 an hour as of March, 1998. In some cases, employers can pay less than minimum wage during your first three months, if you are under 18. Call toll-free ☎ 1-888-275-9243 for more information.

You also have a right to:

- Report safety problems to Cal/OSHA.
- Work without racial or sexual harassment.
- Refuse to work if the job is immediately dangerous to your life or health.
- Join or organize a union.

What Hazards Should I Watch Out For?

Type of Work	Examples of Hazards
Janitor/Clean-up	<ul style="list-style-type: none"> • Toxic chemicals in cleaning products • Blood on discarded needles
Food Service	<ul style="list-style-type: none"> • Slippery floors • Hot cooking equipment • Sharp objects
Retail/Sales	<ul style="list-style-type: none"> • Violent crimes • Heavy lifting
Office/Clerical	<ul style="list-style-type: none"> • Stress • Harassment • Poor computer work station design

Is It OK to Do Any Kind of Work?

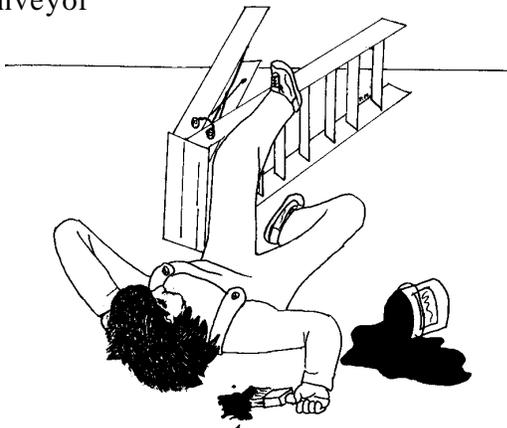
NO! There are laws that protect teens from doing dangerous work.

In California no worker under 18 may:

- Drive a motor vehicle or forklift on the job
- Use powered equipment like a circular saw, box crusher, meat slicer, or bakery machine
- Work in wrecking, demolition, excavation, or roofing
- Work in logging or a sawmill
- Handle, serve, or sell alcoholic beverages
- Work where there is exposure to radiation

Also, no one 14 or 15 years old may:

- Do baking or cooking on the job (except at a serving counter)
- Work in dry cleaning or a commercial laundry
- Work on a ladder or scaffold
- Do building, construction, or manufacturing work
- Load or unload a truck, railroad car, or conveyor



Are There Other Things I Can't Do?

YES! There are many other restrictions regarding the type of work you can and cannot do.

If you are **under 14**, there are even stricter laws to protect your health and safety.

Check with your school counselor or job placement coordinator to make sure the job you are doing is allowed.

Do I Need a Work Permit?

YES! If you are under 18 and plan to work, you must get a work permit from your school (unless you have graduated).



What Are My Safety Responsibilities on the Job?

To work safely you should:

- Follow all safety rules and instructions
- Use safety equipment and protective clothing when needed
- Look out for co-workers
- Keep work areas clean and neat
- Know what to do in an emergency
- Report any health and safety hazard to your supervisor

Should I Be Working This Late or This Long?

Child labor laws protect teens from working too long, too late, or too early.

This table shows the hours teens may work. (There are exceptions for students in work experience programs.)

Work Hours for Teens		
	Ages 14 and 15	Ages 16 and 17
Work Hours	<ul style="list-style-type: none"> • Not before 7 am or after 7 pm during the school year • Not during school hours • 7 am–9 pm during the summer 	<ul style="list-style-type: none"> • Not before 5 am or after 10 pm on school nights • Not before 5 am or after 12:30 am when there is no school the next day
Maximum Hours When School Is in Session	<ul style="list-style-type: none"> • 18 hours a week, but not over: • 3 hours a day on school days • 8 hours a day Saturday–Sunday and holidays 	<ul style="list-style-type: none"> • 48 hours a week, but not over: • 4 hours a day Monday–Thursday • 8 hours a day Friday–Sunday and holidays
Maximum Hours When School Is <i>not</i> in Session	<ul style="list-style-type: none"> • 40 hours a week • 8 hours a day 	<ul style="list-style-type: none"> • 48 hours a week • 8 hours a day

What If I Need Help?

- Talk to your boss about the problem.
- Talk to your parents or teachers.
- For health and safety information and advice, call U.C. Berkeley's Labor Occupational Health Program (LOHP).
 - ☎ (510) 642-5507
- If necessary contact one of these California government agencies: (your local number can be found in the State Government pages.)
 - Cal/OSHA (under Industrial Relations Dept.)—to make a health or safety complaint.
 - ☎ (415) 972-8500
 - Labor Standards Enforcement (under Industrial Relations Dept.)—to make a complaint about wages or work hours.
 - ☎ (415) 557-7878
 - Fair Employment and Housing—to make a complaint about sexual harassment or discrimination.
 - ☎ (800) 884-1684

You have a *right* to speak up!

It is illegal for your employer to fire or punish you for reporting a workplace problem.



Section IV, Unit 5

Workers Compensation

Objective: Students will gain knowledge regarding workers compensation and accessing services in the event of work place injury.

Review: As a class, review the factsheet publication from the Division of Workers Compensation and WSHUHSD's 'Nine Steps to Making Worker's Compensation Claims More Accurate.'

Activity: Students will complete a simulated workers compensation claim scenario

Instructions

1. Pair students in groups of two. One student will play the role of the injured employee, the other will play the role of the workplace supervisor.
2. Students will be given 10 minutes to develop and document an injury scenario. Assuming that the injury did warrant treatment at a WSHUHSD designated workers comp facility, encourage them to document as much detail as possible including contact with the Company Nurse and which approved worker's compensation treatment center was visited. This will assist them in completing workers compensation forms later.
3. Students will work together to complete the DWC 1, Supervisors Accident / Illness Report , and Worker Comp Check List.

Materials Needed:

- Workers Compensation Worksheet
- Form DWC 1
- WSHUHSD Supervisors Accident / Illness Report
- York's 'The Facts About Workers Compensation' MPN Pamphlet
- Worker Comp Check List

DIVISION OF WORKERS' COMPENSATION

FACTSHEET

What is workers' compensation?

If you get hurt on the job, your employer is required by law to pay for workers' compensation benefits. You could get hurt by:

One event at work. Examples: hurting your back in a fall, getting burned by a chemical that splashes on your skin, getting hurt in a car accident while making deliveries.

—or—

Repeated exposures at work. Examples: hurting your wrist from doing the same motion over and over, losing your hearing because of constant loud noise.

What are the benefits?

- **Medical care:** Paid for by your employer, to help you recover from an injury or illness caused by work.
- **Temporary disability benefits:** Payments if you lose wages because your injury prevents you from doing your usual job while recovering.
- **Permanent disability benefits:** Payments if you don't recover completely.
- **Supplemental job displacement benefits** (if your date of injury is in 2004 or later): Vouchers to help pay for retraining or skill enhancement if you don't recover completely and don't return to work for your employer.
- **Death benefits:** Payments to your spouse, children or other dependents if you die from a job injury or illness.

What should I do if I have a job injury?

Report the injury to your employer

Tell your supervisor right away. If your injury or illness developed gradually (like tendinitis or hearing loss), report it as soon as you learn or believe it was caused by your job.



Photos by Robert Gumpoert

Minimizing the impact of work-related injuries and illnesses



Helping resolve disputes over workers' compensation benefits



Monitoring the administration of claims

Get emergency treatment if needed

If it's a medical emergency, go to an emergency room right away. Your employer may tell you where to go for treatment. Tell the health care provider who treats you that your injury or illness is job-related.

Fill out a claim form and give it to your employer

Your employer must give or mail you a claim form (DWC 1) within one working day after learning about your injury or illness. Use it to request workers' compensation benefits.

Get good medical care

Get good medical care to help you recover. You should be treated by a doctor who understands your particular type of injury or illness. Tell the doctor about your symptoms and the events at work that you believe caused them. Also describe your job and your work environment.

I'm afraid I might be fired because of my injury. Can my employer fire me?

It's illegal for your employer to punish or fire you for having a job injury, or for filing a workers' compensation claim when you believe your injury was caused by your job.

If you feel your job is threatened, find someone who can help. Note that there are deadlines for taking action to protect your rights.

The California Division of Workers' Compensation (DWC) is the state agency that oversees the delivery of benefits for injured workers and helps resolve disputes over benefits between injured workers and employers.

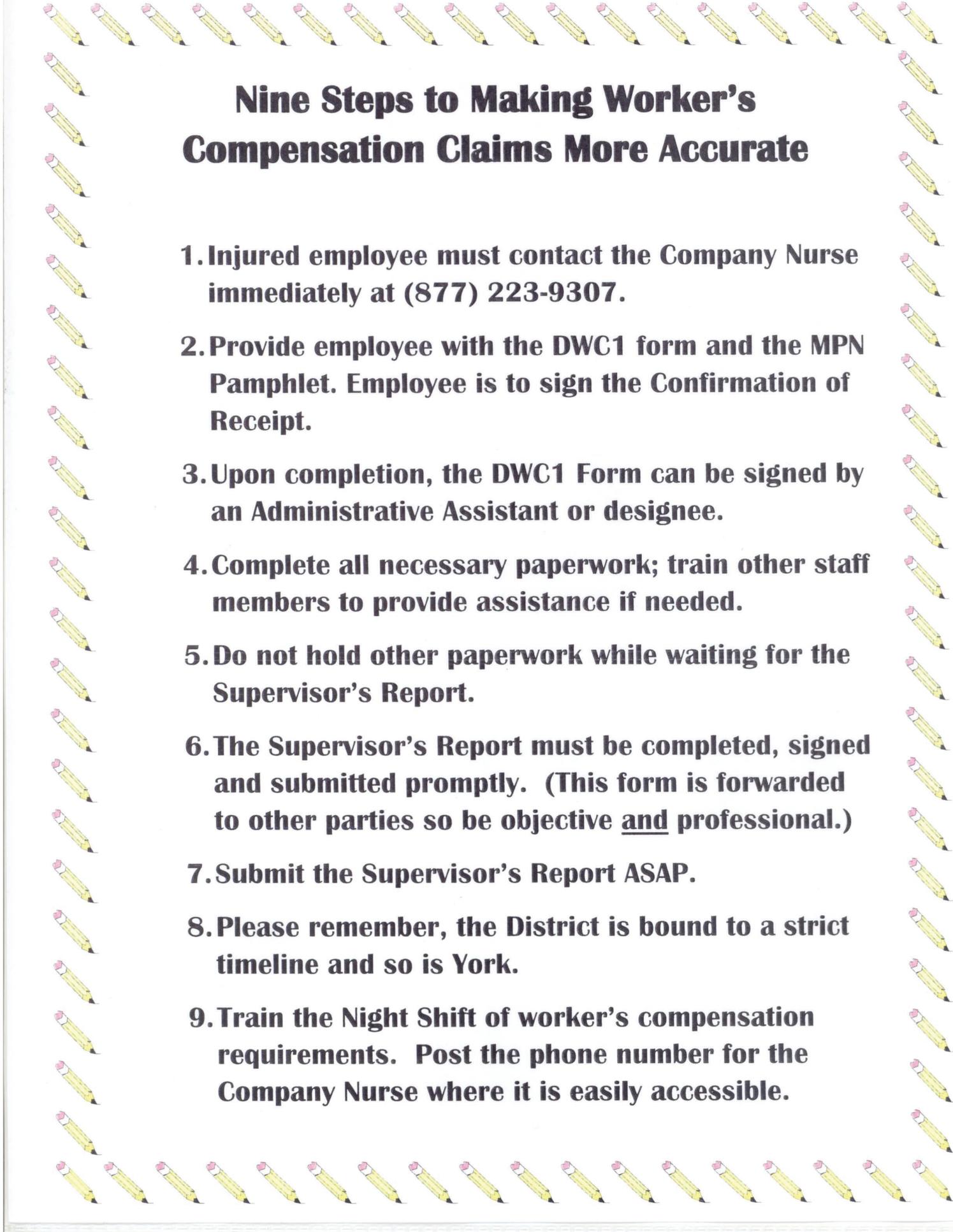
DWC information and assistance (I & A) officers can help you navigate the workers' compensation system, and can provide claim forms or other forms you need to receive benefits.

The FREE publication, "A Guidebook for Injured Workers," can be downloaded from www.dwc.ca.gov.



Call 1-800-736-7401 to hear recorded information on a variety of workers' compensation topics 24 hours a day, or go on line to www.dwc.ca.gov to find the I & A office near you.

*Please visit the
DIVISION OF WORKERS' COMPENSATION
Web site at: www.dwc.ca.gov
or call 1-800-736-7401*



Nine Steps to Making Worker's Compensation Claims More Accurate

- 1. Injured employee must contact the Company Nurse immediately at (877) 223-9307.**
- 2. Provide employee with the DWC1 form and the MPN Pamphlet. Employee is to sign the Confirmation of Receipt.**
- 3. Upon completion, the DWC1 Form can be signed by an Administrative Assistant or designee.**
- 4. Complete all necessary paperwork; train other staff members to provide assistance if needed.**
- 5. Do not hold other paperwork while waiting for the Supervisor's Report.**
- 6. The Supervisor's Report must be completed, signed and submitted promptly. (This form is forwarded to other parties so be objective and professional.)**
- 7. Submit the Supervisor's Report ASAP.**
- 8. Please remember, the District is bound to a strict timeline and so is York.**
- 9. Train the Night Shift of worker's compensation requirements. Post the phone number for the Company Nurse where it is easily accessible.**



William S. Hart Union High School District

DECLINATION OF WORKERS COMPENSATION BENEFITS

This letter is to verify that I will not pursue a Worker's Compensation Claim for the injury sustained on _____. I have decided to use my private insurance for treatment.

Employee Name _____ (please print)

Employee Signature _____

Date _____

IN CASE OF WORKPLACE INJURY:
ACCION a seguir en caso de un accidente en el trabajo



1-877-223-9307

▶ AVAILABLE 24 HOURS A DAY

- 1▶ Injured worker notifies supervisor.**
Empleado lesionado notifica a su supervisor.
- 2▶ Supervisor / Injured worker immediately calls injury hotline.**
Supervisor / Empleado lesionado llama inmediatamente a la línea de enfermeros/as.
- 3▶ Company Nurse gathers information over the phone and helps injured worker access appropriate medical treatment.**
Profesional Médico obtiene información por teléfono y asiste al empleado lesionado en localizar el tratamiento médico adecuado.

EMPLOYER NAME
(NOMBRE DE COMPANIA)

SEARCH CODE
(CÓDIGO DEL BÚSQUEDA)

William S. Hart Union
High School District

WSHSD

Notice to Employer/Supervisor:

Please post copies of this poster in multiple locations within your worksite. If the injury is non-life threatening, please call Company Nurse prior to seeking treatment. Minor injuries should be reported prior to leaving the job site when possible.

Visit us online: www.CompanyNurse.com

William S. Hart Union High School District RETURN TO WORK PROGRAM

William S. Hart Union High School District's most valuable assets are our employees. The District has implemented the Return to Work Program developed by the Norman Peterson & Associates, a pre-planned program to return injured employees to work after an on the job injury. It provides an innovative and professional approach to taking care of our most valuable asset during a time of need.

The Return to Work Program provides the Hart District with a "win-win" situation; it benefits the injured worker, and his/her family, co-workers, and management through increased productivity, and significantly reduces costs associated with an on the job injury. Hart District is committed to the success of the Return to Work Program, that treats the injured worker with dignity and respect in a systematic and equitable way.

- The first step is to notify your supervisor of an injury and to obtain the appropriate forms to complete. You will then call Company Nurse who will determine if you will need to seek treatment from an authorized medical provider who will determine whether you can return to unrestricted regular duty or if you need temporary work restrictions. In rare occasions you may need to remain off work for a brief period of time, but we will work with your medical provider in returning you to temporary modified duty.
- Step two in this process is that after you see your workers comp physician you are required to bring the doctor's note into your supervisor or to the Return to Work coordinator (Sonia Pishevvar) at the District Office so that the District can review it to determine if temporary accommodations need to be made.
- If restrictions are listed, a determination will be made as to whether you can be accommodated in your regular work assignment or whether you will need to be placed elsewhere. A representative from Norman Peterson & Associates will assist the District in developing an appropriate early return to work plan for you.
- Your home site will notify you of your new temporary assignment. All efforts will be made to accommodate you at your regular site/department, but if not, a placement at another District site will be arranged. It is your responsibility to notify your supervisor of any missed time from work, whether for personal leave, medical appointments related to your claim or furlough days. (Furlough and vacation days need to have prior approval)
- If you are placed at a temporary site you will also be required to notify them of any missed time.
- Please note that each time you see your physician you are required to bring in your new updated work release so that the District can ensure that you are accommodated with appropriate work tasks or returned to full duty, if that is the case.

If there are questions regarding this process or the District's Return to Work Program, please contact Sonia Pishevvar at 661-259-0033 Ext 253.

Thank you for your dedication to Hart District and we look forward to your full recovery.

Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility *Formulario de Reclamo de Compensación de Trabajadores (DWC 1) y Notificación de Posible Elegibilidad*



If you are injured or become ill, either physically or mentally, because of your job, including injuries resulting from a workplace crime, you may be entitled to workers' compensation benefits. Attached is the form for filing a workers' compensation claim with your employer. **You should read all of the information below.** Keep this sheet and all other papers for your records. You may be eligible for some or all of the benefits listed depending on the nature of your claim. If required you will be notified by the claims administrator, who is responsible for handling your claim, about your eligibility for benefits.

To file a claim, complete the "Employee" section of the form, keep one copy and give the rest to your employer. Your employer will then complete the "Employer" section, give you a dated copy, keep one copy and send one to the claims administrator. Benefits can't start until the claims administrator knows of the injury, so complete the form as soon as possible.

Medical Care: Your claims administrator will pay all reasonable and necessary medical care for your work injury or illness. Medical benefits may include treatment by a doctor, hospital services, physical therapy, lab tests, x-rays, and medicines. Your claims administrator will pay the costs directly so you should never see a bill. There is a limit on some medical services.

The Primary Treating Physician (PTP) is the doctor with the overall responsibility for treatment of your injury or illness. Generally your employer selects the PTP you will see for the first 30 days, however, in specified conditions, you may be treated by your pre-designated doctor or medical group. If a doctor says you still need treatment after 30 days, you may be able to switch to the doctor of your choice. Different rules apply if your employer is using a Health Care Organization (HCO) or a Medical Provider Network (MPN). A MPN is a selected network of health care providers to provide treatment to workers injured on the job. You should receive information from your employer if you are covered by an HCO or a MPN. Contact your employer for more information. If your employer has not put up a poster describing your rights to workers' compensation, you may choose your own doctor immediately.

Within one working day after you file a claim form, your employer shall authorize the provision of all treatment, consistent with the applicable treating guidelines, for the alleged injury and shall continue to be liable for up to \$10,000 in treatment until the claim is accepted or rejected.

Disclosure of Medical Records: After you make a claim for workers' compensation benefits, your medical records will not have the same level of privacy that you usually expect. If you don't agree to voluntarily release medical records, a workers' compensation judge may decide what records will be released. If you request privacy, the judge may "seal" (keep private) certain medical records.

Payment for Temporary Disability (Lost Wages): If you can't work while you are recovering from a job injury or illness, for most injuries you will receive temporary disability payments for a limited period of time. These payments may change or stop when your doctor says you are able to return to work. These benefits are tax-free. Temporary disability payments are two-thirds of your average weekly pay, within minimums and maximums set by state law. Payments are not made for the first three days you are off the job unless you are hospitalized overnight or cannot work for more than 14 days.

Return to Work: To help you to return to work as soon as possible, you should actively communicate with your treating doctor, claims administrator, and employer about the kinds of work you can do while recovering. They may coordinate efforts to return you to modified duty or other work that is medically appropriate. This modified or other duty may

Si Ud. se lesiona o se enferma, ya sea físicamente o mentalmente, debido a su trabajo, incluyendo lesiones que resulten de un crimen en el lugar de trabajo, es posible que Ud. tenga derecho a beneficios de compensación de trabajadores. Se adjunta el formulario para presentar un reclamo de compensación de trabajadores con su empleador. **Ud. debe leer toda la información a continuación.** Guarde esta hoja y todos los demás documentos para sus archivos. Es posible que usted reúna los requisitos para todos los beneficios, o parte de éstos, que se enumeran, dependiendo de la índole de su reclamo. Si se requiere, el administrador de reclamos, quien es responsable por el manejo de su reclamo, le notificará sobre su elegibilidad para beneficios.

Para presentar un reclamo, llene la sección del formulario designada para el "Empleado," guarde una copia, y déle el resto a su empleador. Entonces, su empleador completará la sección designada para el "Empleador," le dará a Ud. una copia fechada, guardará una copia, y enviará una al administrador de reclamos. Los beneficios no pueden comenzar hasta, que el administrador de reclamos se entere de la lesión, así que complete el formulario lo antes posible.

Atención Médica: Su administrador de reclamos pagará toda la atención médica razonable y necesaria, para su lesión o enfermedad relacionada con el trabajo. Es posible que los beneficios médicos incluyan el tratamiento por parte de un médico, los servicios de hospital, la terapia física, los análisis de laboratorio y las medicinas. Su administrador de reclamos pagará directamente los costos, de manera que usted nunca verá un cobro. Hay un límite para ciertos servicios médicos.

El Médico Primario que le Atiende-Primary Treating Physician PTP es el médico con la responsabilidad total para tratar su lesión o enfermedad. Generalmente, su empleador selecciona al PTP que Ud. verá durante los primeros 30 días. Sin embargo, en condiciones específicas, es posible que usted pueda ser tratado por su médico o grupo médico previamente designado. Si el doctor dice que usted aún necesita tratamiento después de 30 días, es posible que Ud. pueda cambiar al médico de su preferencia. Hay reglas diferentes que se aplican cuando su empleador usa una Organización de Cuidado Médico (HCO) o una Red de Proveedores Médicos (MPN). Una MPN es una red de proveedores de asistencia médica seleccionados para dar tratamiento a los trabajadores lesionados en el trabajo. Usted debe recibir información de su empleador si su tratamiento es cubierto por una HCO o una MPN. Hable con su empleador para más información. Si su empleador no ha colocado un cartel describiendo sus derechos para la compensación de trabajadores, Ud. puede seleccionar a su propio médico inmediatamente.

Dentro de un día después de que Ud. presente un formulario de reclamo, su empleador autorizará todo tratamiento médico de acuerdo con las pautas de tratamiento aplicables a la presunta lesión y será responsable por \$10,000 en tratamiento hasta que el reclamo sea aceptado o rechazado.

Divulgación de Expedientes Médicos: Después de que Ud. presente un reclamo para beneficios de compensación de trabajadores, sus expedientes médicos no tendrán el mismo nivel de privacidad que usted normalmente espera. Si Ud. no está de acuerdo en divulgar voluntariamente los expedientes médicos, un juez de compensación de trabajadores posiblemente decida qué expedientes se revelarán. Si Ud. solicita privacidad, es posible que el juez "selle" (mantenga privados) ciertos expedientes médicos.

Pago por Incapacidad Temporal (Sueldos Perdidos): Si Ud. no puede trabajar, mientras se está recuperando de una lesión o enfermedad relacionada con el trabajo, Ud. recibirá pagos por incapacidad temporal para la mayoría de las lesiones por un periodo limitado. Es posible que estos pagos cambien o paren, cuando su médico diga que Ud. está en condiciones de regresar a trabajar. Estos beneficios son libres de impuestos. Los pagos

Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility
Formulario de Reclamo de Compensación de Trabajadores (DWC 1) y Notificación de Posible Elegibilidad



be temporary or may be extended depending on the nature of your injury or illness.

Payment for Permanent Disability: If a doctor says your injury or illness results in a permanent disability, you may receive additional payments. The amount will depend on the type of injury, your age, occupation, and date of injury.

Supplemental Job Displacement Benefit (SJDB): If you were injured after 1/1/04 and you have a permanent disability that prevents you from returning to work within 60 days after your temporary disability ends, and your employer does not offer modified or alternative work, you may qualify for a nontransferable voucher payable to a school for retraining and/or skill enhancement. If you qualify, the claims administrator will pay the costs up to the maximum set by state law based on your percentage of permanent disability.

Death Benefits: If the injury or illness causes death, payments may be made to relatives or household members who were financially dependent on the deceased worker.

It is illegal for your employer to punish or fire you for having a job injury or illness, for filing a claim, or testifying in another person's workers' compensation case (Labor Code 132a). If proven, you may receive lost wages, job reinstatement, increased benefits, and costs and expenses up to limits set by the state.

You have the right to disagree with decisions affecting your claim. If you have a disagreement, contact your claims administrator first to see if you can resolve it. If you are not receiving benefits, you may be able to get State Disability Insurance (SDI) benefits. Call State Employment Development Department at (800) 480-3287.

You can obtain free information from an information and assistance officer of the State Division of Workers' Compensation (DWC), or you can hear recorded information and a list of local offices by calling **(800) 736-7401**. You may also go to the DWC website at www.dwc.ca.gov.

You can consult with an attorney. Most attorneys offer one free consultation. If you decide to hire an attorney, his or her fee will be taken out of some of your benefits. For names of workers' compensation attorneys, call the State Bar of California at (415) 538-2120 or go to their web site at www.californiaspecialist.org.

por incapacidad temporal son dos tercios de su pago semanal promedio, con cantidades mínimas y máximas establecidas por las leyes estatales. Los pagos no se hacen durante los primeros tres días en que Ud. no trabaje, a menos que Ud. sea hospitalizado una noche o no pueda trabajar durante más de 14 días.

Regreso al Trabajo: Para ayudarle a regresar a trabajar lo antes posible, Ud. debe comunicarse de manera activa con el médico que le atiende, el administrador de reclamos y el empleador, con respecto a las clases de trabajo que Ud. puede hacer mientras se recupera. Es posible que ellos coordinen esfuerzos para regresarle a un trabajo modificado, o a otro trabajo, que sea apropiado desde el punto de vista médico. Este trabajo modificado u otro trabajo podría ser temporal o podría extenderse dependiendo de la índole de su lesión o enfermedad.

Pago por Incapacidad Permanente: Si el doctor dice que su lesión o enfermedad resulta en una incapacidad permanente, es posible que Ud. reciba pagos adicionales. La cantidad dependerá de la clase de lesión, su edad, su ocupación y la fecha de la lesión.

Beneficio Suplementario por Desplazamiento de Trabajo: Si Ud. Se lesionó después del 1/1/04 y tiene una incapacidad permanente que le impide regresar al trabajo dentro de 60 días después de que los pagos por incapacidad temporal terminen, y su empleador no ofrece un trabajo modificado o alternativo, es posible que usted reúna los requisitos para recibir un vale no-transferible pagadero a una escuela para recibir un nuevo entrenamiento y/o mejorar su habilidad. Si Ud. reúne los requisitos, el administrador de reclamos pagará los gastos hasta un máximo establecido por las leyes estatales basado en su porcentaje de incapacidad permanente.

Beneficios por Muerte: Si la lesión o enfermedad causa la muerte, es posible que los pagos se hagan a los parientes o a las personas que viven en el hogar y que dependían económicamente del trabajador difunto.

Es ilegal que su empleador le castigue o despida, por sufrir una lesión o enfermedad en el trabajo, por presentar un reclamo o por testificar en el caso de compensación de trabajadores de otra persona. (El Código Laboral sección 132a.) De ser probado, usted puede recibir pagos por pérdida de sueldos, reposición del trabajo, aumento de beneficios y gastos hasta los límites establecidos por el estado.

Ud. tiene derecho a no estar de acuerdo con las decisiones que afecten su reclamo. Si Ud. tiene un desacuerdo, primero comuníquese con su administrador de reclamos para ver si usted puede resolverlo. Si usted no está recibiendo beneficios, es posible que Ud. pueda obtener beneficios del Seguro Estatal de Incapacidad (SDI). Llame al Departamento Estatal del Desarrollo del Empleo (EDD) al (800) 480-3287.

Ud. puede obtener información gratis, de un oficial de información y asistencia, de la División Estatal de Compensación de Trabajadores (*Division of Workers' Compensation - DWC*) o puede escuchar información grabada, así como una lista de oficinas locales llamando al **(800) 736-7401**. Ud. también puede consultar con la página Web de la DWC en www.dwc.ca.gov.

Ud. puede consultar con un abogado. La mayoría de los abogados ofrecen una consulta gratis. Si Ud. decide contratar a un abogado, los honorarios serán tomados de algunos de sus beneficios. Para obtener nombres de abogados de compensación de trabajadores, llame a la Asociación Estatal de Abogados de California (*State Bar*) al (415) 538-2120, ó consulte con la página Web en www.californiaspecialist.org.

*****FOR TRAINING PURPOSES ONLY!!!!*****

WORKERS' COMPENSATION CLAIM FORM (DWC 1)



PETITION DEL EMPLEADO PARA DE COMPENSACIÓN DEL
TRABAJADOR (DWC 1)

Employee: Complete the "Employee" section and give the form to your employer. Keep a copy and mark it "Employee's Temporary Receipt" until you receive the signed and dated copy from your employer. You may call the Division of Workers' Compensation and hear recorded information at (800) 736-7401. An explanation of workers' compensation benefits is included as the cover sheet of this form.

You should also have received a pamphlet from your employer describing workers' compensation benefits and the procedures to obtain them.

Empleado: Complete la sección "Empleado" y entregue la forma a su empleador. Quédese con la copia designada "Recibo Temporal del Empleado" hasta que Ud. reciba la copia firmada y fechada de su empleador. Ud. puede llamar a la División de Compensación al Trabajador al (800) 736-7401 para oír información gravada. En la hoja cubierta de esta forma esta la explicación de los beneficios de compensación al trabajador.

Ud. también debería haber recibido de su empleador un folleto describiendo los beneficios de compensación al trabajador lesionado y los procedimientos para obtenerlos.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material representation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony.

Toda aquella persona que a propósito haga o cause que se produzca cualquier declaración o representación material falsa o fraudulenta con el fin de obtener o negar beneficios o pagos de compensación a trabajadores lesionados es culpable de un crimen mayor "felonia".

Employee—complete this section and see note above Empleado—complete esta sección y note la notación arriba.

1. Name. *Nombre.* _____ Today's Date. *Fecha de Hoy.* _____
2. Home Address. *Dirección Residencial.* _____
3. City. *Ciudad.* _____ State. *Estado.* _____ Zip. *Código Postal.* _____
4. Date of Injury. *Fecha de la lesión (accidente).* _____ Time of Injury. *Hora en que ocurrió.* _____ a.m. _____ p.m.
5. Address and description of where injury happened. *Dirección/lugar dónde ocurrió el accidente.* _____
6. Describe injury and part of body affected. *Describe la lesión y parte del cuerpo afectada.* _____
7. Social Security Number. *Número de Seguro Social del Empleado.* _____
8. Signature of employee. *Firma del empleado.* _____

Employer—complete this section and see note below. *Empleador—complete esta sección y note la notación abajo.*

9. Name of employer. *Nombre del empleador.* _____
10. Address. *Dirección.* _____
11. Date employer first knew of injury. *Fecha en que el empleador supo por primera vez de la lesión o accidente.* _____
12. Date claim form was provided to employee. *Fecha en que se le entregó al empleado la petición.* _____
13. Date employer received claim form. *Fecha en que el empleado devolvió la petición al empleador.* _____
14. Name and address of insurance carrier or adjusting agency. *Nombre y dirección de la compañía de seguros o agencia administradora de seguros.* _____
15. Insurance Policy Number. *El número de la póliza de Seguro.* _____
16. Signature of employer representative. *Firma del representante del empleador.* _____
17. Title. *Título.* _____ 18. Telephone. *Teléfono.* _____

Employer: You are required to date this form and provide copies to your insurer or claims administrator and to the employee, dependent or representative who filed the claim within **one working day** of receipt of the form from the employee.

Empleador: Se requiere que Ud. feche esta forma y que provéa copias a su compañía de seguros, administrador de reclamos, o dependiente/representante de reclamos y al empleado que hayan presentado esta petición dentro del plazo de **un día hábil** desde el momento de haber sido recibida la forma del empleado.

SIGNING THIS FORM IS NOT AN ADMISSION OF LIABILITY

EL FIRMAR ESTA FORMA NO SIGNIFICA ADMISION DE RESPONSABILIDAD

- Employer copy/Copia del Empleador Employee copy/ Copia del Empleado Claims Administrator/Administrador de Reclamos Temporary Receipt/Recibo del Empleado

*****FOR TRAINING PURPOSES ONLY!!!!*****

SUPERVISOR'S ACCIDENT/ILLNESS REPORT AND INVESTIGATION GUIDELINES

OVERVIEW

An employee injured on the job is required to report the injury to his/her supervisor as soon as possible after the incident/accident. The supervisor is responsible first, to assure that any injured employee is given immediate and proper medical care (as required) and that no one else can be injured and, second, to immediately (within 8 hours) contact the Business Services office (xXXXX) to report the accident. Business Services staff is available to assist the supervisor with the accident investigation.

The purpose of accident investigation is to develop information on the actual and contributing causes of accidents in order to prevent recurrence. Our goal is to find and remove accident causes and to make the District a safer place to work. Accident investigations help us meet that goal.

The following is a brief overview of the investigation and report form that is required for every employee accident. All blanks should be filled in.

GENERAL INFORMATION

This section identifies the injured employee, the department and employee status.

ACCIDENT DATA

This section describes the accident with specifics on what the injured employee was doing and which body parts (right hand, left lower leg, back of head) were affected. The specific time and place (building, room, area) of the accident is important in the investigation.

The type of injury can be described by such terms as: foreign body in eye, cut, puncture, bruise, sprain, strain, fracture, burn, dermatitis, etc.

INVESTIGATION

The investigation section is completed in narrative format and consists of four parts: description of accident, cause of accident, corrective action and industrial injury verification.

Description of Accident

- a. What was the employee doing at the time of the incident?
- b. What sequence of events led to the incident?
- c. What were the working conditions and tools being used?
- d. Any witnesses or contributors to the incident?
- e. How did the accident happen?
- f. Some types include:
 - i. Struck against
 - ii. Struck by an object
 - iii. Caught in or between
 - iv. Slipped
 - v. Tripped
 - vi. Overexertion
 - vii. Inhaled
 - viii. Absorbed
 - ix. Ingested
 - x. Contact with electric current

Cause of Accident

- a. Causes include unsafe acts or equipment as well as poor or improper training.
- b. Other possible causes may include:
 - i. Improper instruction
 - ii. Lack of skill
 - iii. Operation without authority
 - iv. Horseplay
 - v. Physical impairment

- vi. Failure to warn or secure
- vii. Failure to lockout
- viii. Unsafe position or speed
- ix. Improper protective equipment
- x. Poor housekeeping
- xi. Unsafe arrangement
- xii. Hazardous condition
- xiii. Unsafe process or procedure
- xiv. Unsafe lifting or carrying
- xv. Poor ventilation or lighting
- xvi. Improper guarding
- xvii. Improper maintenance
- xviii. Improper safety device
- xix. Improper tool
- xx. Chemical spill
- xxi. Lack of time
- xxii. Work overload
- xxiii. Failure to inspect
- xxiv. Failure to enforce
- xxv. No inspection made
- xxvi. Failure to train

Corrective Action Taken or Recommended

This section describes the corrective action that the supervisor has taken or will take to prevent similar accident from occurring. This may require action from other departments such as Maintenance & Operations for repairs or Business Services for training.

Industrial Injury?

This is where the supervisor verifies that the injury occurred while the employee was on the job and covered by Workers' Compensation. If the supervisor believes that the injury did not happen during the course of employment, an explanation is necessary.

TREATMENT DATA

This section details the treatment provided and who provided it. Note if the employee is off work because of the accidental injury and how long the employee will be off. Is modified duty available for the injured employee to return to work?

The supervisor must sign and date the report.

MISCELLANEOUS

- Examine the accident site and preserve the scene if necessary.
- Take photos or make a diagram if it helps explain the situation.
- Remove/repair unsafe conditions.
- Interview witnesses as necessary.
- Be sure the report is legible.
- Use additional pages as required.

CALL BUSINESS SERVICES – EXTENSION XXXX

- For serious injuries or requiring overnight hospitalization.
- For any injured employee transported off campus for medical care.
- For assistance with the investigation.
- When in doubt.

SUPERVISOR'S ACCIDENT/ILLNESS INVESTIGATION FORM

INSTRUCTIONS:

1. Supervisor to complete this form whenever an employee is involved in an accident that results in an injury (including minor injuries).
2. In addition to completing this form, Supervisor must contact Business Services (x-xxxx, Fax xxxx) to report accident as soon as possible, but no later than 8 hours.
3. Copies of completed form should be sent to Human Resources/Business Services (Mail Drop xxxx). Retain original in department files.

GENERAL INFORMATION

Name of Employee: (print clearly) Last, First, MI		Employer: <input type="checkbox"/> Employee ID# _____ <input type="checkbox"/> Other _____
Work Department:	Job Title:	Status of Employee: <input type="checkbox"/> Permanent <input type="checkbox"/> Temporary <input type="checkbox"/> Student <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time

ACCIDENT DATA

Type of Injury/Illness:	Date and Time of Injury	Date Reported
Job/Activity Being Performed at Time of Incident:	Part of Body Affected	Location of Incident

INVESTIGATION

Description of Incident (please be specific; identify tasks being performed, tools, equipment or materials the employee was using):

Cause of Incident (describe the root cause of accident. Consider factors such as unsafe acts, tool or equipment malfunction, or improper training):

Corrective Action Taken or Recommended: (list on separate page if necessary):

Do you feel this is an industrial injury as reported by the employee? Yes No (Explain)

TREATMENT DATA

Treatment Provider:
 Given First Aid MPN Clinic Outside Clinic Hospital Emergency Room

Diagnosis and Treatment (if known): _____ Has employee returned to work? Yes No
 If yes, date: _____

Printed Name of Supervisor: _____

Signature: _____ Date: _____ Phone: _____

Reviewed by Human Resources/Business Services:

Signature: _____ Date: _____ Phone: _____

*****FOR TRAINING PURPOSES ONLY!!!!*****

**WORKER'S COMPENSATION
DISTRICT AUTHORIZED TREATMENT CENTERS**

The Doctor's Office
2455 Lyons Avenue #130
Santa Clarita, CA 91321
(661) 255-9355
M-F 8:00 am to 8:00 pm
Saturday and Sunday 8:00 am - 6:00pm

SCV QUALITY CARE
23929 Mc Bean Parkway #100
Valencia, CA. 91355
(661) 254-0026 FAX (661) 254-1773
Hours Monday - Friday 8am - 8pm
Saturday - Sunday 9am- 6pm

The Doctor's Office
19231 Soledad Canyon Road
Canyon Country, CA 91351
(661)252-9355
(661)252-9359
Hours - Monday to Friday 8:00am- 8:00pm
Closed on the Weekends

KAISER ON THE JOB (OCCUPATIONAL ONLY)
13652 Cantara Street
Panorama City, CA. 91402
(818) 375-2233
Hours Monday - Friday 8:30 am - 5pm

Providence Medical Institute
Bridgeport Market Place
24035 Newhall Ranch Road
Valencia, CA 91355
(661) 291-3444
Hours - Monday-Friday 8:00 am- 8:00 pm
Saturday and Sunday 9:00am-3:00pm

FOR EMERGENCY ONLY - AFTER HOURS ***

HENRY MAYO HOSPITAL ***
23845 McBean Parkway
Valencia, CA. 91355
(661) 253-8000

PROVIDENCE HOLY CROSS HOSPITAL ***
15031 Rinaldi Street
Mission Hills, CA. 91346
(818) 365-8051

Rev 7/2013

After initial visit to a treatment center, you may choose to make an appointment with one of our NETWORK PROVIDERS by going to the following website: www.eiampn.csac-eia.org.

*****FOR TRAINING PURPOSES ONLY!!!!*****

Pre-designation Of Personal Physician

In the event you sustain an injury or illness related to your employment, you may be treated for such injury/illness by your personal medical doctor (MD) or doctor of osteopathic medicine (D.O.) or medical group if: You have health care insurance for injuries/illness that are not work related, the doctor is your regular physician, who shall be either a physician who has limited his or her practice of medicine to general practice or who is a board-certified or board-eligible internist, pediatrician, obstetrician-gynecologist, or family practitioner; and has previously directed your medical treatment, and retains your medical records; your "personal physician" may be a medical group if it is a single corporation or partnership composed of licensed doctors of medicine or osteopathy, which operates an integrated multispecialty medical group providing comprehensive medical services predominantly for non-occupational illnesses and injuries; prior to the injury your doctor agrees to treat you for work injuries or illnesses; prior to the injury you provided your employer the following in writing: (1) notice that you want your personal doctor to treat you for a work-related injury/illness, and (2) your personal doctor's name and business address.

You may use this form, a form provided by your employer or provide all the information in writing to notify your employer if you wish to have your personal medical doctor or a doctor osteopathic medicine treat you for a work-related injury/illness and the above requirements are met.

Notice Of Pre-designation Of Personal Physician

Employee: Complete this section

Employer _____
If I have a work-related injury or illness, I choose to be treated by:
(Name of doctor) (M.D., D.O., or medical group) _____
(street address, city, state, zip) _____
(telephone number) _____

Employee Name (please print): _____
Employee's Address: _____
Employee Signature: _____ Date _____

Note to Employee: Unless you agree in writing, neither your employer or York may contact your personal physician to confirm a pre-designation. If your physician does not sign this form, other documentation that they agreed to be pre-designated prior to the injury will be required. If you agree, your employer or York may contact your personal physician to confirm this pre-designation, sign and date below:

Employee Signature _____
Employee # _____ Date _____

Physician: I agree to this Pre-designation:

Signature: _____ Date _____
(Physician or Designated Employee of the Physician)

The physician is not required to sign this form, however, if the physician or designated employee of the physician or medical group does not sign, other documentation of the physician's agreement to be pre-designated will be required pursuant to Title 8, California Code of Regulations, section 9780.1(a)(3).



The Facts About Workers' Compensation

For dates of injury on or after

York Risk Services Group, Inc.
P.O. Box 619079
Roseville, CA 95661
Phone (866) 221-2402
Fax (866) 548-2637

Notice Of Personal Chiropractic Or Personal Acupuncturist

If your employer or your employer's insurer does not have a Medical Provider Network (MPN), you may be able to change your treating physician to your personal chiropractor (D.C.) or acupuncturist (L.A.C.) following a work-related injury/illness. In order to be eligible to make this change, you must give your employer the name and business address of a personal D.C. or L.A.C. in writing prior to the injury/illness. York generally has the right to select your treating physician within the first 30 days after your employer knows of your injury/illness. After your employer or York has initiated your treatment with another physician during this period, you may then, upon request, have your treatment transferred to your personal D.C. or L.A.C. You may use this form to notify your employer of your personal D.C. or L.A.C., or your employer may have their own form. The D.C. or L.A.C. must be your regular D.C. or L.A.C. who has directed your treatment and retains your chiropractic records and history. If your employer has an MPN, you may only switch to a D.C. or L.A.C. within the MPN. A chiropractor cannot be your treating physician after 24 visits. If you still require medical treatment thereafter, you will have to select a physician who is not a chiropractor.

Name of chiropractor or acupuncturist (D.C., L.A.C.) _____
(street address, city, state, zip code) _____
(telephone number) _____
Employee Name (Please Print): _____
Employee's Address: _____
Employee's Signature: _____
Date: _____

WHEN A WORK INJURY OCCURS...

- Quickly seek first aid. Call 9-1-1 for help immediately
- If emergency medical care is needed.
- Immediately report injuries to your supervisor or employer representative at _____

Information & Assistance Office: _____

Employer MUST complete this information

What is workers' compensation? Its purpose is to insure that an employee who is found to sustain an industrial injury or illness will be provided with benefits to medically cure or relieve them from the effects of the injury/illness, provide temporary compensation when they are medically unable to perform any occupational function, compensation for any residual handicap and/or impairment of bodily function, benefits for dependents if an employee dies as a result of an injury/illness, protection from discrimination by his/her employer because of the injury/illness.

Am I Covered? Nearly every person employed in California is protected by workers' compensation, however there are a few exceptions. People that are self-employed or volunteer workers may not be covered. Similar laws cover federal and maritime workers. York Risk Services Group (York) is your employer's claims administrator. Your employer or York can answer any questions you might have about coverage.

What Does Workers' Compensation Cover? If you have an injury/illness due to your job, it is covered. The cause can be a single event, like a fall or it can be due to repeated exposures, such as hearing loss due to constant loud noise. Injuries ranging from first-aid to serious accidents are covered. Even injuries related to a workplace crime, such as psychological or physical injuries, are covered under workers' compensation. Some injuries that result from voluntary activity, such as off duty social or athletic activities may not be covered. Check with your employer or York if you have questions. Coverage begins the moment you start your job. There is no probationary period or wage rate.

Duty Of The Employee. Immediately notify your employer or York so you can get the medical help that you need without delay. If your injury is greater than a first-aid injury, your supervisor will give you a Claim Form (Form DWC-1) for you to describe where, when and how it happened. To submit a claim, fill out the "Employee" section of the DWC-1. Keep one copy of this form and give the remaining pages to your supervisor. Your employer will fill out the "Employer" section and return a signed and dated copy of the form to you. Your employer will keep a copy of this form and forward another to York. York is in charge of handling your claim and informing you about your eligibility for benefits.

Your claim benefits do not start until your employer knows about your injury, so report and file the DWC-1 as quickly as possible. California law requires your employer to authorize medical treatment within one working day of receipt of your Claim Form. Employers are liable for up to \$10,000 in treatment pending a decision by York for a claim to be accepted or rejected. Waiting to report may delay workers' compensation benefits. You may not receive benefits if you fail to file a claim within one year of the date of injury, the date you know the injury was work related, or the date benefits were last provided.

Duty of the Employer: Provide this form to every employee at the time of hire or by the end of their first pay period.

Within one working day, upon knowledge or notice from any source of a work injury/illness greater than first-aid, provide the employee with a Claim Form (DWC-1) and authorize medical treatment and report the claim to York Risk Services Group.

What are the benefits? You may be entitled to various kinds of benefits under California workers' compensation law including:

Medical Care: Medical treatment that is reasonably required to cure or relieve the injured worker from the effects of the injury/illness. There is no deductible or co-payment. These medical benefits may include lab tests, physical therapy, hospital services, medication and treatment by a doctor.

State law limits certain medical services as of January 1, 2004. You should never receive a medical bill. If additional treatment is necessary, York will coordinate medical care that meets applicable treatment guidelines for the injury. The doctor will be a specialist for your specific type of injury, and he or she will be familiar with workers' compensation requirements and will report promptly to York so your benefits can be paid.

The physician with overall responsibility for treating your injury/illness is your primary treating physician (PTP). The PTP decides what kind of medical care you need and if you have work restrictions. If necessary, the PTP will review your job description with you and your employer to define any limitation or restrictions that you may have. This doctor also is responsible for coordinating care between other medical providers and will write reports about any permanent impairment of bodily function(s) or the need for future medical care. Generally, your employer selects the PTP you will see for the first 30 days, but if you want to change doctors for any reason, ask your employer or York. They're as interested as you are in your prompt recovery and return to work and will select a different doctor for you. If your employer has a Medical Provider Network (MPN) you will be directed to treat with a physician within the MPN and different rules apply regarding changing your physician.

You can be treated by your personal physician or medical group immediately if you have health care insurance for injuries or illness that are not work related, and your physician agrees in advance to treat you for any work injuries/illnesses and has previously directed your treatment and retains your medical records and agrees, prior to your injury/illness, to treat you for workplace injuries/illnesses and you gave your employer your physician's name and address in writing before the injury. You may use the form inside of this pamphlet or your employer may have a form for you to use.

If you give the name of your personal chiropractor or acupuncturist, different rules apply, and you may need to see an employer-selected physician first.

Temporary Disability Benefits: If you are not medically able to work for more than three days due to your work-related injury, counting weekends, you have a right to temporary disability (TD) payments to assist substituting your lost wages. After two weeks from reporting the injury, you will receive a check. If your employer has a salary continuation plan, your benefit may be included in your regular paycheck. TD is payable every 14 days until the doctor states you can return to work (Payments won't be made for the first three days, though, unless you're hospitalized as an inpatient or unable to work more than 14 days). The amount of the payments will be two-thirds of your average wage, subject to minimums and maximums set by the state legislature. Although the TD payment will not be the full amount of your regular paycheck, there are no deductions and the payments are tax-free. For injuries occurring on or after January 1, 2008, TD payments are limited to 104 compensable weeks within five years of date of injury. For a few long-term injuries such as chronic lung disease or severe burns, TD payments can last up to 240 weeks within five years from the date of injury. If you reach the maximum TD payment period before you can return to work or before your condition becomes permanent and stationary. See the "Other Benefits" section of this pamphlet for additional information. A timely filing with Employment Development Department may result in additional State Disability benefits when TD benefits are delayed, denied, or terminated.

Permanent Disability: If your doctor says your injury will always leave you with some permanent impairment of bodily function(s), you may receive permanent disability (PD) payments. The amount depends on the doctor's report, how much of the PD was directly caused by your work, and factors such as your age, occupation, type of injury, and date of injury. State law determines minimum and maximum amounts, and they vary by injury date. If you are entitled to PD, York will send you a letter explaining how the benefit was calculated. If the injury

causes PD, the first payment of PD benefits is made within 14 days after the last payment of TD, unless your employer has offered you a position that pays at least 85% of your date of injury wages or if you are returned to a position that pays you 100% of the wages and, compensation paid to you on the date of injury, the PD would be paid after an Award Issues.

Supplemental Job Displacement Benefit (SJDB): If you have a permanent whole person impairment, the eligibility for SJDB begins when your employer does not offer regular work, permanent, modified, or alternative work within 60 days of the receipt of a doctor's Medical Maximum Improvement (MMI) report. This is a nontransferable voucher for education-related retraining and/or skill development at state-approved schools, tools, licensing, certification fees and other resources as possible benefits. If you qualify for the supplemental job displacement benefit, York will provide a voucher up to a maximum of \$6,000.

Death Benefits: If the injury/illness causes death, payments may be made to your dependents. State law sets these benefits and the total benefit depends on the number of dependents. The payments are made at the same rate as TD payments. In addition, workers' compensation provides a burial allowance.

Discrimination: It is a violation of Labor Code Section 132(a) and illegal for your employer to punish or fire you for having a workplace injury/illness, for filing a claim or for testifying in another person's workers' compensation case. If your employer is found guilty of discrimination, you would be entitled to increased benefits, reinstatement and reimbursement for lost wages and benefits.

Other Benefits: Sometimes people confuse workers' compensation with State Disability Insurance (SDI). Workers' compensation covers on-the-job injuries/illnesses and is paid for by your employer or their insurance. On the other hand, SDI covers off-the-job injuries or sicknesses, and is paid for by deductions from your paycheck. If you are not getting workers' compensation benefits, you may be able to get State Disability benefits. Contact the local office of the State Employment Development Department listed in the government pages of your phone book for more information.

You may be eligible to access the return-to-work fund, for the purposes of making supplemental payments to injured worker's whose PD benefits are disproportionately low in comparison to their earnings loss. If you have questions or think you qualify, contact the Information & Assistance office listed in this pamphlet or visit the DIR website at: www.dir.ca.gov.

If You Still Have Questions...ask your supervisor or employer representative. Or contact York at the number indicated on workers' compensation posters at work and on this brochure. You can also contact the State Division of Workers' Compensation (DWC) and speak with an Information and Assistance Officer. These officers are available to review problems, answer questions and provide additional written information about workers' compensation at no charge. The local office is listed below and posted at your workplace. You can also call 800-736-7401 or visit the DWC website at: <http://www.dir.ca.gov/dwc>.

WORKERS' COMPENSATION FRAUD IS A FELONY

Anyone who makes or causes to be made any knowingly false or fraudulent material statement for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony. Fines can be up to \$150,000 and imprisonment up to five years.

Worker Comp Check off List

- _____ Have employee contact Company Nurse (877) 223-9307
- _____ Give employee *DWC 1 - Employee must complete.
If injury prevents immediate completion by employee,
Complete Employer section #9 and #12 and give to
employee to complete and return to site.
- _____ Give employee MPN Pamphlet
On the MPN Pamphlet, please fill in the information
Employee Name: _____
Employer Name: WM S Hart UHSD
Date of Injury: _____
- _____ Have employee sign the Confirmation of Receipt
- _____ Have supervisor fill out accident investigation report
- _____ Notify district office of injury, via email or phone,
Sonia Pishehvar x 253

SEND TO DISTRICT OFFICE

As soon as possible, please forward the following paperwork to the district office, Attention: Sonia Pishehvar, Risk Manager

DWC1 form – signed by employee
Supervisor accident investigation report
Confirmation of Receipt

*DWC 1 Online “fill-in” forms can be found at www.scrma.com
top of page click on FORMS then click on DWC 1

William S Hart Union High School District

21515 Centre Pointe Parkway

Santa Clarita, CA 91350

Confirmation of Receipt

DATE: _____

Name: _____

Date of Injury: _____

Injury: _____

William S Hart UHSD has provided the above named employee copies of:

_____ EIA MPN Pamphlet

_____ DWC1 Form

Printed name of employee

Date

Signature of employee

Rev 05/12

Top 10 Behaviors (41) Employers Expect

1. Honesty

Honesty shows up in many ways. It covers everything from giving a full day's work for a full day's pay to accepting responsibility for mistakes, resisting the temptation to take product samples without permission, and taking blame for your own mistakes. Think of a half-truth as a whole lie, and let that be your standard for honesty.

Here are some honest responses for a few difficult situations:

- “Our lunch break is over in five minutes. Do you want to walk back with me?”
- “Boss, I dropped my hammer in the gear drive and broke the drill press. What do you want me to do?”
- “If you're not coming to work tomorrow, call in yourself: It's not my place to tell the supervisor why you're not here.”

2. Showing interest in the company and your work.

Most people work for money, but demonstrating interest in your work is what pleases supervisors. It also helps you better understand the company product and procedures.

A person interested in his or her work might want to know the following:

- The company's organization and history: For example, how long has the company been in existence? Who started the business? Are there other branches?
- Product details: Who developed the original idea? Have other products been developed? Who buys the product?
- Procedures: How is the product made? What machinery is used during different stages of development? How long does production take from start to finish?

3. Optimism

When faced with difficult situations, an optimist sees possibilities instead of problems. You may have heard the phrase, “seeing the glass as half full instead of half empty.” An optimist sees the half-full glass.

Being an optimist takes work. Often, it is easier to see the negative side of a situation than the positive side.

Here are some optimistic responses for the workplace:

—“Let’s all pitch in to finish this job, and we’ll be out of here in no time!”

—“I know we didn’t want to work overtime, but the extra pay will be great!”

—“I’m not pleased about our boss’s decision either; but she has to answer to her boss, too. So it’s not her fault; let’s get to work.”

4. Friendliness

Friendliness is a social skill—another way of showing respect for your co-workers, superiors, and customers. Being friendly in the workplace simply means being genuine and helpful. Friendliness costs little and pays back a lot. It is good business, and it is good for your career.

Look at these ways to be friendly at work:

- Unless it is a safety issue, make eye contact quickly when someone enters your work area.
- Speak pleasantly to co-workers during the work day.
- Be sincere, but not nosy. Don't ask personal questions.
- Take a few minutes during breaks to get to know people better.

5. Initiative

When you search the classified ads for jobs, many of the listings say, “Must be a self-starter.” A self-starter is someone who finds out what needs to be done and does it without being told.

A self-starter might do some of the following:

—A co-worker calls in late: a self-starter takes the co-worker’s telephone messages and tries to help the callers.

—A self-starter, without being told, does research that will help her boss prepare for an upcoming presentation.

—A self-starter arrives at work a few minutes before actual starting time every day to make a list of the day’s priorities.

—Rather than wait for “it” to happen, a self-starter makes “it” happen!

6. Industriousness

Have you heard the expression “busy as a bee”? A bee does not stop until the day’s work is finished. Even if it has a “dry run” on a pollen hunt, the bee doesn’t stop and say, “I quit.” It just moves along to the next pollen possibility. The honey bee is a perfect example of industriousness.

Employers look for industrious workers—employees who find something worthwhile to do during downtimes.

When you have downtime, you can show industrious in these ways:

- Sort and clean outdated files.
- Organize the tool bins.
- Offer to work the reception desk.
- Take supply inventories.
- Organize your computer desktop.

7. Willingness to learn

Employers want someone who has an open mind and is teachable. Even if you don't have experience in a certain skill area, an employer might hire you solely on the basis that you are willing to learn.

You can show in many different ways that you are willing to learn:

- Take equipment manuals home and read them after work.
- Ask co-workers any questions that will help you understand the work or company.
- Do research on the Internet or in the library.
- Take courses at a school.
- Watch demonstrations that will help you improve.
- Try new ways of doing things.

8. Aptitude

Your aptitude is what you are good at doing. Every person has special aptitudes that are unique.

Employers like to match aptitudes with jobs. When employees do what they are good at, the final product is better.

What are your aptitudes? These questions may help you decide:

- Do you like hands-on work or would you rather think about ideas?
- Do details interest you or do you like to think about the “big-picture”?
- Do you prefer math problems or language-based problems?
- Do you solve problems best by talking about them, reading about them, or writing them down?

9. Attention to detail

“Life is in the details,” is an ancient wisdom from the Far East. The quality of the details and make the difference between an excellent idea and an average idea. When safety on the job is the concern, attention to details can mean the difference between life and death.

To make sure that you pay attention to details:

- Always follow the company’s specifications and descriptions, whether building bridges or rolling sushi.
- Attention to details like eating, sleeping, playing are important. How you rest, what you eat, and how you play and relax carries over into your work performance.
- Inform the supervisor before taking a corrective action if something does not seem right. Document your actions in a report. This is an important detail!

10. Teamwork

“Many hands make light work,” is a proverb that applies to teamwork. Whether you are a brain surgeon or a crane operator, you will eventually have to rely on the expertise of others in your field. Being a good team member often means going with the the group decision, even though you may disagree.

Some benefits of being a team player:

- Forming relationships with people who have the same interests, goals, and knowledge.
- Receiving recognition from superiors and peers.
- Getting potential references from people with whom you work.
- Contributing to projects that would be impossible to accomplish alone.

Top 10 Behaviors Employers Expect (41)

1. Honesty
2. Showing interest in the company
3. Optimism
4. Friendliness
5. Initiative
6. Industriousness
7. Willingness to learn
8. Aptitude
9. Attention to detail
10. Teamwork

Top 10 Behaviors Employers Expect

Write T or F in the blank to show whether the statement is True or False.

_____ 1. You show respect when you are friendly.

_____ 2. Using your employee discount to buy something for your friends is dishonest.

_____ 3. A self-starter is a person who shows initiative.

_____ 4. Showing too much interest in your job is not a good thing because it sets you up as a goody-goody.

_____ 5. Being willing to learn is a character trait supervisors like in an employee.

_____ 6. Paying close attention to details can make the difference between a good product and an adequate one.

_____ 7. "Many hands make light work" could refer to teamwork.

_____ 8. Seeing a glass as half-full instead of half-empty is a good thing.

_____ 9. "Busy as a bee" refers to honesty.

_____ 10. Aptitude refers to what you are good at doing.

Top 10 Behaviors Employers Expect

Think of a career you would enjoy and analyze your aptitudes for the career. For example, if you want to be an emergency medical technician, are you good at calming people down? Do you take charge when action is needed? Do you handle confusion well?

Identify your preferred career and list your aptitudes for this career.

Preferred career:

My aptitudes for this career:

Employers Find Objectionable

1. Lying

Lying is a learned behavior that can even become a habit. If people tend to lie outside the workplace, the behavior will most likely will not stop just because they step inside the workplace.

Some common workplace lies:

- Staying out sick when not sick
- Covering for someone else's absence or mistakes
- Misrepresenting one's work experiences on an application or in an interview
- Writing false on-the-job reports
- Blaming or implicating others for one's mistakes
- Falsely accusing others of wrongdoing

2. Lack of respect

Lack of respect can be overt, like arguing with a supervisor or refusing to follow his or her direction. Gossiping about co-workers is another form of disrespect.

Some people don't like being told what to do. They resent authority. In the workplace, respecting the chain of command is very important. In some situations, disrespecting authority endangers lives.

Consider these ways to show respect:

- Ask for time to speak privately about a matter that bothers you.
- Submit a concern to the boss. Include time and dates and describe the problem without emotion.
- Learn to accept not getting your way.
- Remember, even when the boss is wrong, the boss is right.

3. Arrogance

Nobody likes to be around people who are think too highly of themselves or their opinions. Such people consume too much time and energy in the workplace. They also cause tension by distracting co-workers, demanding attention, or refusing to acknowledge others' accomplishments.

Some strategies for eliminating arrogant behaviors:

- Be humble. Don't brag.
- Congratulate other people on their accomplishments.
- Accept compliments graciously.
- Refrain from trying to get special attention.
- Overcome the need to always be right and to be No. 1.

4. Absenteeism

Chronic absenteeism is a common reason people lose their jobs. To encourage consistent attendance, many companies reward workers with bonuses, recognition, and paid time off when their attendance rate is high.

Some do's and don'ts about absenteeism:

- If sick, call-in for yourself. Don't ask a spouse or child to do it for you. You may be ill, but you are an adult. Pick up a phone and report in.
- Upon returning to work, even if the supervisor forgets to give you the proper absentee forms, locate and submit them.
- Remember to get a physician's signature if required.
- Use sick leaves sparingly—what costs the company may eventually cost you!

5. Irresponsibility

Lack of responsibility in the workplace costs time and money and can result in injury and loss of life. It is irresponsible when you fail to do keep up with tools, maintain your uniforms, or follow safety protocols around heavy equipment. Too much alcohol during off hours, fatigue, and a poor diet can can cause you to act irresponsibly on the job.

Here are strategies for changing irresponsible habits into responsible ones:

- Establish routines that reduce stress.
- Go to bed around the same time every night. Get up around the same time every morning. Eat breakfast.
- Most work follows a routine. Take advantage of these routines to keep track of tools or personal items.
- And most important—Plan your work and put your plan into practice.

6. Complaining or whining

No one likes a complainer who brings the whole place down a notch with negative viewpoints on even the most simple things.

Whiners fall into this same category. You know the type. They're the people whose voices drop and remind you of children. Usually, whiners desire a special favor—a grown-up version of a child who begs its mother for a special toy.

Make sure you're not a complainer or whiner by following these guides:

- Take directions and advice willing.
- Keep a positive attitude.
- Accept what you cannot change.
- Keep your negative viewpoints to yourself.
- State reasonable requests clearly and confidently.

7. Laziness

Lazy people are often very clever at avoiding work. If they worked as hard on the job as they do at avoiding work, they would get a lot done. Don't allow yourself to be drawn into an environment of laziness, even though working hard may set some co-workers against you.

Lazy people may try to draw you into their behaviors. Here's what you can do to avoid being taken advantage of by lazy people:

- If they ask for frequent work-related favors, say you are not able to help and them to ask the supervisor for assistance instead.
- When possible, move to another location when you see such a person approaching.
- If the person persists with conversation, make very little eye contact and continue with your work.

8. Lack of job commitment

Commitment is an action word. It means showing up on days when you would rather not and doing the best you can do, even if you don't feel like it.

Commitment means making an investment of pride in your work. If you're committed, you always do your best to produce a high-quality product and to serve clients.

Some characteristics of committed workers:

- Always arrive at work on time.
- Curious and knowledgeable about the products or processes.
- Contributes innovative ideas about products and processes.
- Wants to understand and fit into the company's culture and expectations.

9. Not following directions

Most employers do not want workers to interpret directions. They want them to follow directions.

Being able to follow directions is critical to ensuring safety, developing a high quality end-product, and satisfying customers. Not following directions can result in injury, damaged product, angry clients, and loss of your job.

Try these techniques to ensure that you follow directions:

- Take notes when directions are given.
- Ask questions about things you do not understand. Repeat the directions to clarify your understanding.
- Comparing your understanding of an assignment with a co-worker's thoughts.

10. Conducting personal business on company time

Most employers have written policies or loose understandings about conducting personal business on company time. Some are more lenient than others, and that may depend solely on the position you hold, the type of business, and the overall company culture.

A production line worker will not have access or time off task to conduct much, if any, personal business during the working day. Use of private cell phones on the shop floor may be strictly forbidden.

Your common sense is the best guide:

- Ask for and read the company policy about conducting personal business.
- Keep personal business short and to the point.
- When making or accepting personal calls, avoid emotional conversations that can be overheard.

Top 10 Behaviors (42) Employers Find Objectionable

1. Lying
2. Lack of respect
3. Arrogance
4. Absenteeism
5. Irresponsibility
6. Complaining/whining
7. Laziness
8. Lack of commitment to job
9. Not following directions
10. Doing personal business on company time

Assessment

(42)

Top 10 Behaviors Employers Find Objectionable

Write T or F in the blank to show whether the statement is True or False.

- _____ 1. Lying a little in the workplace is an expected behavior.
- _____ 2. If your boss yells at you, you're within your right to yell back.
- _____ 3. A good way to respond to workplace arrogance is to ignore it.
- _____ 4. It's best to have a spouse or child call in sick for you.
- _____ 5. Routines can help you get more out of life, personally and professionally.
- _____ 6. The best way to discourage a negative person is to be positive.
- _____ 7. Lazy people often work hard at being lazy.
- _____ 8. Commitment to the job means you only need to know your role.
- _____ 9. Employers want people who can follow directions.
- _____ 10. Conducting personal business on company time is okay at most companies.

Top 10 Behaviors Employers Find Objectionable

No one is perfect, so chances are that you occasionally engage in some objectionable workplace behaviors. Look at the 10 objections in this lesson and choose one that you would like to work on for yourself. think about how you could improve and describe five ways you will try.

Objectionable behavior:

Ways to improve:

1.

2.

3.

4.

5.

Top 10 Tips (43) for Job Success

1. Start right.

Whether it's your first job or your fifth, getting a strong start is very important. You will have a hard time overcoming any poor first impressions people form about you.

Try these tips for getting started:

- Always clock-in on time or early.
- Stick with the winners. Notice which co-workers take the lead and study what makes them successful.
- Be friendly and pleasant to all.
- Reveal your personality, likes and dislikes, a little at a time as you adapt to the new environment.
- Cultivate new habits and reinforce your best characteristics.

2. Hit the road running.

To “hit the road running,” you should give value the first day and every day thereafter. You’ll leave a bad impression if you sit around waiting for someone to tell you what to do.

Try these ways to hit the road running:

- Arrive early the first day and check in with your supervisor.
- Ask, “What would you like me to do this morning?”
- Figure out on your own how to complete the task that is given or ask a few questions to get started.
- Give the completed work to your boss for review.
- Organize your desk and files while waiting for your boss’s review.

3. Show a good attitude.

A good attitude helps you accomplish tasks you'd rather not do. Even when you don't feel well at work, use the "fake it till you make it" strategy to pull you out of a slump and push you over the top of any problem or assignment. A good attitude is an "inside" job—inside of you.

These comments represent good attitudes:

—“Whatever it takes!”

—“You bet!”

—“Count me in!”

—“I'll be glad to help.”

—“Good Morning!”

—“Have a great day!”

—“Glad you're back!”

4. Be dependable, punctual, and industrious.

You will match the description in this tip if you can be counted on to do your best work every time, meet deadlines always, and stick with a task until it is finished completely. Employers will overlook some of your mistakes if they believe you are trying.

Look at these descriptions of a dependable, punctual, industrious employee:

—Dependable: Follows through with a project from start to finish, even when it is tedious, difficult, and more time-consuming than expected.

—Punctual: Paces the work so a quality product or service is delivered in a timely manner.

—Industrious: Stays busy with other, less pressing tasks after completing a major project and while waiting for another.

5. Take time to adjust.

Every time you begin a new job, you will have to make adjustments. This true whether you take a new job within the company where you currently work or one with a different company. How well you adapt to new work settings will determine how fast you adjust.

You can make your adjustments easier by following these suggestions:

- Organize the work.
- Learn how to blend with new people.
- Withhold judgments and impressions until you are more familiar with the new environment.
- Use your new skills to help meet your department's objectives.
- Set challenging but reasonable expectations for yourself.

6. Think like an entrepreneur.

An entrepreneur is a person who owns his or her own business. It is well known that entrepreneurs possess certain characteristics that make them successful. Though you may not expect to become an entrepreneur, thinking like an entrepreneur will be helpful.

So, what are entrepreneurial traits?

- Entrepreneurs have good business sense and are careful with money.
- Entrepreneurs take calculated, but not foolish, business risks.
- Entrepreneurs find out what people want, produce it, and deliver it when promised.
- Entrepreneurs know how to take an idea and bring it to reality. For example, Steve Jobs and Steve Wozniak built their first computer in their parents' garage. Now look at the Apple Computer.

7. Be alert to company politics.

Politics is about relationships and instincts. Once you build good relations and people know they can trust you, you can accomplish a great deal, even if your skills are not the best in the company.

Instinct is what some people call a “gut feeling.” It’s perceiving correctly what is going on in a situation. For example, if your boss is snappy or rude following a phone call, you might guess that the bad mood has something to do with the call. A politically smart approach would be to leave the boss alone for a while. Asking a question immediately would be bad politics.

—Be a good communicator. Say the right thing at the right time.

—Help others be successful.

—Be a good worker, not a social climber.

—Be honest, but document your accomplishments.

8. Prioritize.

“Do the most important things first” refers to prioritizing. In some companies, priorities are established by superiors, and employees follow the orders. In others, the employees prioritize tasks. Prioritizing is an important skill that anyone can learn with a little practice.

If you’ve never prioritized, you can excel by doing the following:

- Write lists of things to do.
- Start with “1” and number each item on the list according to its importance.
- List the first five most important priorities on separate sheets of paper.
- On each sheet, write the major steps for doing the task. Make daily notes on the sheet about what you do.
- Use a computer instead of paper for greater efficiency. File everything.

9. Accept criticism with grace.

Nobody enjoys criticism, but in business, it's part of the "job description." Some managers and supervisors are more skilled than others at offering criticism. But if you consider criticism an opportunity to learn something that will help your job performance, then it becomes a favor, even when not delivered "delicately."

Ways to learn from criticism:

- Listen to the message without focusing on the messenger.
- Ask for suggestions that can help you better meet company expectations.
- Follow through on the suggestions without becoming defensive.
- Write about the criticism in a private journal in your home, (never at work!), rather than gossip about the criticism or vent about it to a friend.

10. Find a Mentor

A mentor is someone who helps you become successful. If you are not assigned a mentor when you start a job, observe the people you work with. There are usually several long-time employees who know the ropes and will be willing to help you. Ask one of them a few questions and start building a relationship. Chances are good that the person will turn into a mentor over time.

A good mentor will:

- Train you in the specifics of the job.
- Review and critique your work.
- Give you examples to imitate.
- Demonstrate how to accomplish the work.
- Help you trouble shoot.
- Introduce you into company culture.

Top 10 Tips (43) for Job Success

1. Start right.
2. Hit the road running.
3. Show a good attitude.
4. Be dependable, punctual, and industrious.
5. Take time to adjust.
6. Think like an entrepreneur.
7. Be alert to company politics.
8. Prioritize.
9. Accept criticism with grace.
10. Find a mentor.

Top Ten Tips for Job Success

Write T or F in the blank to show whether the statement is True or False.

_____ 1. If new on the job, get personal quickly with co-workers.

_____ 2. If, after the first week, you don't like the job, "hit the road."

_____ 3. A good attitude helps produce good work.

_____ 4. An industrious worker stays busy, even during slow times.

_____ 5. Not asking for help in a new position shows confidence.

_____ 6. A good entrepreneur takes calculated risks.

_____ 7. Company politics are always undesirable.

_____ 8. Setting priorities is important only for executives.

_____ 9. It is your right not to be criticized in the workplace.

_____ 10. A good mentor shows you how to do your job and fit into the work environment.

Top 10 Tips for Job Success

Imagine that you have been on the job for two weeks. The first week you trained on expensive equipment under supervision. There were detailed written instructions about operating the equipment, but you did not read all the instructions. You assumed everything would go fine when you were on your own because you have some previous experience that will help.

The second week, you encounter machine operating problems and don't know what to do, so you experiment with fixing the problem, which turns out an expensive mistake. The supervisor asks you to describe the proper procedure for correcting the problem, and you are not prepared to answer. The foreman is upset and criticizes how you handled the matter.

You are embarrassed but decide to use the incident as an opportunity to improve. List five things you will do to ensure you do not make this mistake again.

- 1
- 2.
- 3.
- 4.
- 5.

Top 10 Tips for (44) Transferable Job Skills

1. Common-sense thinking skills

Common sense refers to the ability to come up with good solutions to problems. A common-sense solution is one that most people would see as the right thing to do.

People aren't born with common sense, but this skill can be developed through education, training, experience, observation, and clear thinking. One of the greatest compliments another can give you is to say that you have common sense.

Use these questions when you need your common sense to kick in:

- Is the action that you recommend safe?
- Will the action lead to the best answer?
- What are the consequences?
- Does the action infringe on others' rights?

2. Problem solving skills

Everyone solves problems every day, both on and off the job. The kinds of problems encountered at work usually can be solved using the same processes that you apply to personal problems.

To solve problems at work, try these:

- Observe the problem without emotion.
- Notice what items or issues conflict or raise questions.
- Name the problem. (What it is?)
- Ask for the differing opinions.
- Analyze the pros and cons of different solutions?
- Identify the risks.
- Consider the consequences.
- Make a decision.

3. Interpersonal Skills

Interpersonal skills are the social skills necessary for communicating with, relating to, and understanding other people. The most successful people are empathetic. They can “put themselves in others’ shoes,” even when they disagree with their viewpoints.

Do your interpersonal skills match those listed below? Can you:

- disagree without being disagreeable?
- describe a problem without becoming emotional?
- be polite to someone you don’t like?
- show respect to superiors without being ingratiating?
- welcome a newcomer and include the person in your group?

4. Customer service skills

Some customers are easy to please, while others are difficult throughout the entire servicing process. However, it's the difficult ones who teach you the most. It all boils down to using good communication skills.

Here are communications pointers:

- Listen carefully to customers; take notes if necessary.
- Look at customers when they speak.
- Occasionally repeat what they've said.
- Ask questions to help you clarify your understanding.
- Never appear impatient.
- Don't promise what you can't deliver.
- Offer alternatives, if you can't deliver what customers want.

5. Planning Skills

Whether you write grocery lists, compile lists to chores, or identify places you'd like to visit one day, you are practicing planning skills. Simple to-do lists and complicated strategies are really just plans on paper.

Here are some ways people plan and strategize at work:

- Bring up topics to cover in meetings
- Conduct brainstorming sessions
- Set agendas for the upcoming year
- Creating presentations
- Assign teams to do long-term planning
- Establish discussion groups to consider new ideas.
- Set strategies for doing business.

6. Organization skills

Sorting papers, ideas, tasks, plans, and opportunities into orderly divisions is what organizing is all about. If you organize well, your work will go more quickly and smoothly.

These strategies may work for you:

- Get rid of excess and clutter, including papers, old notes, and closed files.
- Contain and label what you want to keep.
- Keep like items together, in categories.
- Have a place for everything, and put everything in its place.
- File papers and other materials away when you are finished with them.
- Visit the organizing sections in stores for storage suggestions from the displays.

7. Time management skills

Everyone has the same amount of time, and managing that time can be a struggle all your life. Time management skills are crucial on the jobs, because there never seems to be enough time to get the work done. That's why some companies run 24 hours, 7 days a week!

Time management is a good measurement of a well-organized professional. Time management can be as simple as owning a watch or as complicated as meeting a deadline.

Some time management tips for you:

- Establish in advance the amount of time you will spend on a task.
- Purchase a wrist watch with a built-in alarm or some other electronic device that can be carried in a pocket.
- Set an alarm five minutes before you need to shift into another responsibility.

8. Leadership skills

Some people are natural leaders; others must work at cultivating leadership skills. Whether you have led a group, coached a team, or made decisions that involved others, you have been a leader.

Leading requires you to be capable and willing to assume responsibilities. Leadership skills include leading by good example!

Characteristics of a good leader:

- Models and demonstrates knowledge of the work
- Shows patience with co-workers and subordinates
- Assumes responsibilities beyond the job description
- Self-corrects mistakes without hiding them
- Goes the extra mile.

9. Team skills

Team skills are accumulated throughout life. They transfer from many experiences. When you use team skills, you put team goals ahead of personal preferences.

The greatest accomplishments usually the result from team effort. Some examples of teaming skills:

- Arrives early, stays late to pitch in and complete a job
- Fills in for team members who cannot be present
- Checks on the well-being of fellow team members
- Socializes well with co-workers
- Supports co-workers' ideas and efforts to improve a product.

10. Adaptability skills

Adaptability means being willing and able to change. It is an important transferable skill because it helps you get through changes and stay positive when things don't seem to go your way. With each major life change—and that includes job change—how well you succeed depends on your ability to adapt to the new surroundings, circumstances, and demands.

People who adapt quickly at work are appreciated because they don't shut down or complain when faced with change.

Adaptability includes:

- Willingness to conform to new company standards, processes, and procedures.
- Readiness to take on new responsibilities.
- Refraining from prejudging a change.
- Acceptance of change without complaint.

Top 10 Tips for (44) Transferable Job Skills

1. Common-sense thinking skills
2. Problem solving skills
3. Interpersonal skills
4. Communication/customer service skills
5. Planning skills
6. Organization skills
7. Time management skills
8. Leadership skills
9. Teaming skills
10. Adaptability skills

Top 10 Tips for Using Transferable Skills

Write T or F in the blank to show whether the statement is True or False.

- _____ 1. Common sense is not something you are born with.
- _____ 2. Strong problem solvers use proven methods.
- _____ 3. Having good interpersonal skills means listening to everything discussed at work.
- _____ 4. Glaring at customers is acceptable when they say something rude.
- _____ 5. Making lists and notetaking are planning skills.
- _____ 6. It's difficult to be organized at work when you are not organized in your personal life.
- _____ 7. Time management skills means having a good time on the job.
- _____ 8. Leaders set good examples.
- _____ 9. Teaming means sharing the work load.
- _____ 10. Adaptable people are wishy-washy.

Top 10 Tips for Using Transferable Skills

Think about your personal responsibilities such as attending school, keeping a job, or caring for children. Review the 10 transferable skills and find those that you use often. Pick any five and write how those skills will transfer to a job.

1.

2.

3.

4.

Top 10 Tips for Surviving (47) a Bad Work Environment

1. Identify what you don't like.

Before you can fix something (or, in this case, survive) you have to know what is wrong. If you're unhappy at work, your first step is to decide why. Look below the surface. If the problem is with your boss, simply saying you don't like her isn't clear enough. You'll have to decide what it is about your boss you don't like before you can find ways to deal with the problem.

These are some of the things you might not like. Add others to the list:

- The environment in which you work. Is it clear, dirty, cluttered, noisy?
- The work you do. Are you suited to it? Do your skills fit the tasks?
- The hours. Do you work third shift, when all your friends are asleep so that you have to sleep during the day when they are having fun?

2. Re-evaluate your expectations.

Unrealistic expectations are common among people who are in their first jobs. Many go to the first job thinking that the atmosphere will be similar to school, only a little more rigid. After a few days, they discover that work is far more demanding than school.

Here are some things you should expect at work:

- No one will tell you when to come and go, but you will be expected to stay until everything is finished.
- Excuses aren't acceptable. You are accountable for what you do and how well it is done. There are no A's, B's, and C's at work. All work is expected to be an "A". "B's" don't get promoted, and "C's" often get fired.
- The company is not there for your benefit. You are there for the benefit of the work and the company.

3. Recognize that the problem may be with you, not the job.

Perhaps by now you have named what it is you are not comfortable with: cranky boss, annoying co-worker, too difficult a job. Most work problems are complex and represent a combination of factors. Are you one of the factors?

—Are you comfortable with the overall company culture?

—Do you try to form good work relationships and do your co-workers reciprocate?

—Is the work load causing you problems?

—Do you need additional training?

—Are you interested in your work?

—Have you asked for help?

—Is your attitude good?

4. Identify the best solutions.

Problems often have many solutions, and your choice of solutions can make the difference in whether you are successful or merely acceptable as an employee.

While every problem is different, some standard solutions are described below. The last two solutions should be seen as last-resort solutions.

- I will ignore what is bothering me.
- I will wait until I can confront the problem openly (days, weeks, months).
- I will ask for an appointment to discuss the problem with my boss.
- I will talk honestly with the individual when a person is causing the problem.
- I will ask to move to another department or work site.
- I will find another job then resign.

5. Speak up.

When a problem seem insurmountable, even though you've tried to let it work itself out, you should speak up. By allowing the problem to continue, it will probably only get worse.

These strategies might help:

- Briefly describe the problem to a person in authority or to a mentor.
- Use “I” statements to describe how you feel.
- Be careful in how you say things. You don't want to be labeled as a complainer.
- Relate your concern to how the problem affects your job productivity.
- Invite feedback, but be prepared for an answer that may not be satisfying. You may be advised to “let it go” when you want to take action. Or the person you talk with may be defensive or angry.

6. Build good co-worker relationships.

Even if you have the most up-to-date technical skills available, you will not be successful if you don't create good relationships with co-workers.

People skills can make or break careers. Try these people skills:

- Show genuine interests in others.
- Talk shop in the shop; swap current events or stories at lunch.
- Learn to disagree without being disagreeable.
- Say so when you can't help, but be polite.
- Make sure that people can count on you when they need you.
- Occasionally, find time to socialize and have fun with co-workers away from work.

7. Admit that personal failure does occur.

Unless you're not human, you will, at some points in your career, fall short of meeting your or the company's performance standards.

Sometimes mistakes that happen are your fault. If you worry about those mistakes without learning from them, they will probably happen again. If you acknowledge and analyze them, you can prevent a recurrence. (You'll still make mistakes, just different ones!)

Below are ways of handling mistakes:

- Inform your superiors.
- Document the mistakes in an informal log or on an official form.
- Ask your supervisor about the best action to correct the problem.
- Don't let mistakes interfere with your other duties.

8. Accept helpful criticism.

Even if you are not making major errors, your work can always improve. Part of the process of improvement is accepting criticism from others. Criticism needn't be harsh; but neither is it a "warm, fuzzy" discussion.

A supervisor knows what the company expects and informs you how to meet those objectives. This is not criticism.

To show you take criticism seriously, try the following:

—After the discussion, write down the points covered.

—Write an action plan and goals list for yourself.

—As you see your work changing, ask the supervisor to review it.

—Critique yourself, as if you were the boss!

9. Control the damage.

It's agreed that everyone makes mistakes. How you handle mistakes is often more important than the fact they they occurred. You'll gain your company's confidence if you take action quickly and minimize any damage that could occur from your mistake.

Effective ways to manage or control the damage from mistakes:

- Get to the source of the problem quickly.
- Skip the “blame game.” Pointing a finger at someone else, even if the person is mostly responsible does not fix anything. It only creates bad feelings and slows down the process of righting the wrong.
- Evaluate the situation carefully. What are the options? What is the best option?
- Accept the judgment of the person in authority and get back to work.

10. Balance work and personal life.

With all that companies want and expect from their workers, you may find your personal time shrinking. You need to reserve time to rest, have fun, and attend to personal responsibilities. Becoming a “workaholic” cheats your company, your family, and yourself.

Is your life balanced between work and home?

—You give work its due and your off-time its due.

—You exercise regularly.

—You eat nutritiously and do not skip meals.

—You enjoy limited indulgences.

—You give quality time to those who care about you.

Top 10 Tips for Surviving (47) a Bad work Environment

1. Identify what you don't like.
2. Re-evaluate your expectations.
3. Recognize that the problem may be you, not the job.
4. Identify the best solutions.
5. Speak up.
6. Build good co-worker relationships.
7. Admit that personal failure does occur.
8. Accept helpful criticism.
9. Control the damage.
10. Balance work and personal life.

Top 10 Tips for Surviving a Bad Work Environment

Write T or F in the blank to show whether the statement is True or False.

- _____ 1. Tell everyone at work what you don't like.
- _____ 2. Working is just like going to school.
- _____ 3. If you don't like the job, walk out.
- _____ 4. List some possible solutions before resigning.
- _____ 5. Confront annoying co-workers immediately.
- _____ 6. Strong people skills are a must in the workplace.
- _____ 7. Be hard on yourself when you make mistakes.
- _____ 8. Criticism is supposed to make you feel good.
- _____ 9. Once the damage is done, there's no taking it back.
- _____ 10. It can take discipline to create personal time.

Activity

(47)

Top 10 Tips for Surviving a Bad Work Environment

Pretend you are annoyed about a co-worker's attitude and behaviors. Write the steps to identify what you don't like about a situation.

1. I feel very _____ about Bob's sarcasm around me.

2. He seems to unleash on me whenever . . .

3. I think he is doing this to me because . . .

4. If he keeps it up, I will . . .

5. If I do this, it could result in . . .

6. I will let _____ read this list and ask advice.

7. I will think before I act or say anything else.

Top 10 Tips for Managing Change (48)

1. Admit that change is a constant.

Does it seem like everything changes, just when you think you've got things right where you want them?

That is life, and the workplace is no exception. The one thing you can always count on is change! Think about how your life has changed in the last year. Some change is good. How you manage it can determine how good.

Use these guidelines to face change:

- Adjust your work style to fit a new manager's style.
- Change your priorities to accommodate new responsibilities.
- Practice mastering new technological systems .
- Accommodate newly hired co-workers.

2. Break change down into small parts.

When a major change in personnel, policy, or procedure hits the workplace, it can feel like a tornado hit. By breaking down the elements of large-scale change into manageable parts, you can avoid the feeling of being overwhelmed.

Ways to break down major change into manageable parts:

- Identify what caused the change. Was the company bought out? Were sales off? Did a new president come in?
- Be objective. The change impacts you, but it's not about you.
- Keep an open mind and stay away from the rumor mill.
- Accommodate the change. Do what you have to do to fit in with the new system.
- Appreciate change. If there is no change, there is no growth.

3. Stay positive.

It is natural to be concerned when change happens. The tendency is to worry. But worrying causes more damage in the long run than the change itself. Keep a positive outlook, and your optimism will help get you through.

Here are some ways to maintain a positive outlook:

- Assume the best. It might happen!
- Accept what you cannot change.
- Change the things you can, including your attitude and actions.
- Get on board with the change.
- Help others deal with the change. This will put things into perspective for you.
- Look for opportunities to enhance your position.

4. Go into “survival” mode.

Every problem you face and solve helps you with the next problem, even though it may be different. You’ll be a better survivor if you have backup plan—a way to get through if things don’t go your way.

Survival strategies that help:

- Keep your resume updated.
- Be nice to everyone. They might be your next resource.
- Inventory what you will lose and gain with the change.
- Ask yourself, “Is this an ending or a new beginning?”
- Stay involved with professional organizations in your field. You may need the network.
- Identify and contact helping agencies.

5. Change habits that no longer work.

When you always do what you always did, you always get what you always got.

Though it may hurt, an important aspect of managing change is being honest with yourself. Habits that work one day may not work the next. Be willing to make sacrifices and compromises with how you think and operate.

Here are some helpful strategies:

- Make a 4-column skills inventory using these headings: My skills, Skills I need to learn, Where I can learn these skills, My feelings about changing. Then fill in the columns.
- Read the inventory to someone you respect. Invite feedback.
- Think of the inventory as a plan, and put your plan into effect. Get the skills you need, and start dealing with your feelings.

6. Overcome your fear of change.

“The only thing to fear is fear itself!” is a saying you may have heard. If you take an honest and objective look at your situation, fear of change may be your greatest roadblock. Remove fear, and barriers that seem like boulders become pebbles.

These ways may help you overcome your fears:

- Think of the worst thing that could happen? How bad is it, really?
- Look around for others in the same position. How are they doing? If they seem to be doing well, try to figure out what is different between them and you.
- What are the opportunities for you in the change. Seek them out; they're there.
- Are others pulling you down? If so, stay away or don't listen to them.

7. Be an agent of change.

If you accept the idea that a great deal of change is good, then you are ready to become a change agent—a person that helps change occur. An agent of change continually stirs the pool of opportunity, knowing the law of averages will eventually bring something desirable to the surface.

How to be an agent of change:

- Network with others.
- Look at the outcomes of change and make sure the outcomes you want are the one that occur.
- Develop a plan, get it approved, and implement it.
- Talk and work with others to get them to accept your plan.
- Guide and counsel people who are uncertain or worried about the plan. Reassure them of a good outcome.

8. Learn to live with risk.

Every day is full of risk. If you walk under a tree, a limb may break and fall on your head. If you try something new, you may fail. A reasonable amount of risk makes life interesting, but it is your job to control the risk so it is something that works to your advantage. For example, if you purchase a new car, you run the risk of a crash. But if you drive safely, you control the risk.

Here are ways to control risk in your work:

- Learn how much risk you can handle in your work, and take a job that fits within your guidelines.
- Stay current with business and job trends.
- Get a jump on things when you know change is coming. If you hear your company may lay off workers, start looking around for a different job.

9. Read and listen to the news inside and outside your company.

If you are a carpenter and you learn that your region of the country is undergoing a major building boom for the decade, you'll know that this change will be good for you. It won't feel too risky if you decide to buy a new car. On the other hand, if the news tells you that homebuilding is down because a major employer in the area is moving out of town, you should keep the clunker for a while.

There are many ways to keep up with what's going on in your area:

- Read books and newspapers, watch television news, and listen to what people in your industry are saying.
- Read one business article a month about your industry.
- Join a professional organization in your industry and attend its meeting. Listen to what the speakers say.

10. Ride out the storm.

Managing change is a balancing act. While it may seem like everything has to change, it won't all have to change at once. If you keep your head together, act professionally, and focus on your goals, after the change process is over, you'll wonder why you were so worried. In fact, you may look at what happened and realized that you are better off than before.

Ways to ride out the storm:

- Keep physically and mentally fit so you can use all your energy to deal with the change.
- Explain what is going on with your family, so they can be supportive. Keeping secrets hurts everyone.
- Do your job the best you can. This is not the time to drop off in performance.
- Confide in old friends whom you trust.

Top 10 Tips for (48) Managing Change

1. Admit that change is a constant.
2. Break change down into small parts.
3. Stay positive.
4. Go into “survival” mode.
5. Change habits that no longer work.
6. Overcome your fear of change.
7. Be an agent of change.
8. Learn to live with risk.
9. Read and listen to the news inside and outside your company.
10. Ride out the storm.

Top 10 Tips for Managing Change

Write T or F in the blank to show whether the statement is True or False.

- _____ 1. Even if change isn't a choice, managing change is.
- _____ 2. Examining change wastes time.
- _____ 3. Keeping a positive outlook is important.
- _____ 4. A contingency plan is a backup plan.
- _____ 5. It is important to change habits that no longer work well for you.
- _____ 6. Fear of change blocks your ability to change.
- _____ 7. An agent of change waits for things to happen.
- _____ 8. Factoring-in the risk helps prepare you for risk.
- _____ 9. Keeping up with changes that happen at work is a waste of time.
- _____ 10. You can ride out the storm of change.

Activity

(48)

Top 10 Tips for Managing Change

Make a four-column skills inventory: list your skills, the skills you need to learn, resources where you can learn the skills, and your feelings about changing.

My Skills

Skills I Need to Learn

Where I can learn

How I Feel

Top 10 Tips for Building Work Relationships (49)

1. Identify the chain of command.

The “chain of command” in a company refers to the different levels of authority. It identifies who reports to whom. For example, the chief executive officer or president has the highest authority and reports either to a board of directors or to no one; the vice president has the next highest authority and reports to the president; people with titles like “manager,” “director,” or “coordinator” report to the vice president, and so on down the chain.

Following the chain of command is extremely important. If you go around the chain without working through the levels, you will upset people.

—Never go over your boss’s head unless you’ve consulted your boss first.

—Find your place in the chain of command to determine who reports to you.

2. Find the hidden sources of power.

Places of power aren't always found at the top of a company's chain of command. You may find "informal" power at places you don't expect. For example, the president's secretary is powerful because, to some extent, he or she controls who gets to see the president. The secretary can say, "You may see the president now," or "I'm sorry, the president is unavailable to see you."

Seniority, common sense, type of job (called "position authority"), and respected work ethic can help you gain power. The boss may even consult you for advice or give you special assignments based on your unofficial status.

Here's how you can develop power:

- Know your job and the company thoroughly, so people come to you for advice.
- Show managers that you can be trusted and will not abuse your informal power.

3. Work within your scope of authority.

Working within your scope of authority means that certain decisions fall within your area. Other decisions must be authorized by a person in higher authority. For example, if you work as a salesperson in a retail store, you may be able to accept returns up to \$50 without a signature from a supervisor. However, for returns \$51 and above, you must obtain a signature with a higher level of authority.

Conflict arises when employees try to go beyond their level of authority. Legal issues can also occur, as when a medical assistant advises a patient to take a specified medication. The medical assistant can be accused of practicing medicine without a license.

When in doubt about what to do:

- Consult the employee with the most seniority.
- Document the situation or question.

4. Learn what makes people tick.

The best way to improve your relations with bosses and co-workers is to learn how they work. For example, your boss may like to go directly to her desk and make phone calls before taking any visitors. For you to interrupt every few minutes with questions will be annoying and disruptive. If you're smart, you will file this bit of information about your boss in your mental computer and not interrupt until the phone calls are finished.

Good observation skills are essential for learning about people. Watch for these personality and work habits:

- Does the person like to work alone or with a group of people?
- Does the person answer curtly when interrupted for questions or answer fully and in a friendly manner?
- Does the person like to get the complicated work early or late in the day?

5. Adopt a team mindset.

Although you may work best alone in a room with the door closed, most of the time you will work in teams with other people. By reading the newspaper, you will see that companies are looking for individuals who can be work with others to solve problems.

A person with a team mindset possesses these characteristics:

- Contributes to the success of a team by introducing new ideas.
- Does a fair share of the work.
- Shares in the ownership of the result by accepting both credit for accomplishments and blame for mistakes when something goes wrong.
- Values the work of the team over individual accomplishments.

6. Learn how you and others learn.

People learn differently for a variety of reasons, including genetics, personal choice, habits, and personality. The more you know about the ways people learn, the more successful you will be when instructing or directing them.

Study these descriptions to decide how you and the people around you learn:

- Hands-on: These people learn best by doing. Instead of reading directions, they start by putting pieces together.
- Listener: This person is good at listening and taking directions. He or she focuses totally on what's being said.
- Visual: This person thinks seeing is believing and that out of sight is also out of mind.
- Talker: These people like to solve problems by talking them through. You help them by listening.

7. Be accountable for your actions.

Being accountable for your actions does not mean you tell on yourself every time you make a minor mistake. Rather, it means you stand by what you do. You're not afraid to defend your actions because you believe in yourself and the results you get.

If you make a mistake, and we all make some mistakes, you step up and admit it. Afterwards, you correct the mistake and move on.

How to be accountable:

- Evaluate your work to make sure it is what you want it to be.
- Take credit and blame, whichever is appropriate.
- Fix what needs to be fixed.
- Overcome guilt and go to the next task.

8. Show that you can be counted on.

Have you ever noticed how some people can be counted on? You always go to them when you want something done on time or correctly, or when you want a question answered honestly. For some reason, you just know you can depend on these individuals, even though they may be the busiest of anyone you know.

It's the highest form of compliment when people know they can count on you. This is a trait you build in yourself.

- Study the dependable people you know.
- Decide what makes a person dependable.
- Work hard to do the things that you consider dependable.
- Evaluate whether people treat you differently, and continue to adjust.
- Give yourself time to show dependability.

9. Be ethical at all times.

Bad ethics in the business world show up as a part of the nightly news each time top-ranking executives leave a courtroom in handcuffs.

While all unethical behavior is not illegal, unethical behaviors can become illegal. As an individual, you should set your own standards for ethics. They may be higher than the standards of your company.

Look at the difference between an ethical, unethical, and illegal action:

- Ethical: A private lawyer sends a thank you letter to a city purchasing agent after receiving a contract from the city.
- Unethical: A private lawyer who often gets city work contracts asks a city purchasing agent if he would like Superbowl tickets.
- Illegal: A private lawyer gives a city purchasing agent tickets to the Superbowl in exchange for a contract.

10. Be empathetic, but firm.

Empathy means seeing yourself in another's person's position. You may not agree with the position or feel sorry for the person, but you do understand how he or she got to this spot. Empathy is different from sympathy, because with sympathy, you feel sorry for the person.

In work situations, people often get themselves in difficult situations. While you should empathize, you should also firmly voice your opposition or disapproval of poor decisions or actions that brought the person to this tough spot.

Below is an empathetic conversation:

—“I hope you feel better soon. You’ve had a hard time with this illness. Unfortunately, your sick days are used up, and any additional time off will have to come out of your paycheck. Is there anything I need to tell the payroll office? Please call and let me know if I can be of help.”

Top 10 Tips for Building Work Relationships (49)

1. Identify the chain of command.
2. Find the hidden sources of power.
3. Work within your scope of authority.
4. Learn what makes people tick.
5. Adopt a team mindset.
6. Learn about personalities.
7. Be accountable for your actions.
8. Show that you can be counted on.
9. Be ethical at all times.
10. Show empathy while being firm.

Top 10 Tips for Building Work Relationships

Write T or F in the blank to show whether the statement is True or False.

- _____ 1. Unethical behaviors and illegal behaviors are always the same.
- _____ 2. The chain of command refers to the levels of authority in a company.
- _____ 3. Empathy is the same as sympathy.
- _____ 4. You can add to your own success by learning about others' personalities.
- _____ 5. Learning the work habits of people around you is important.
- _____ 6. "Formal" power is not the only type of power in an organization.
- _____ 7. Having a team mindset means being a good team member.
- _____ 8. "Scope of authority" refers to the amount of power a person has.
- _____ 9. Being counted on is a compliment.
- _____ 10. To be accountable, you have to stand by your actions.

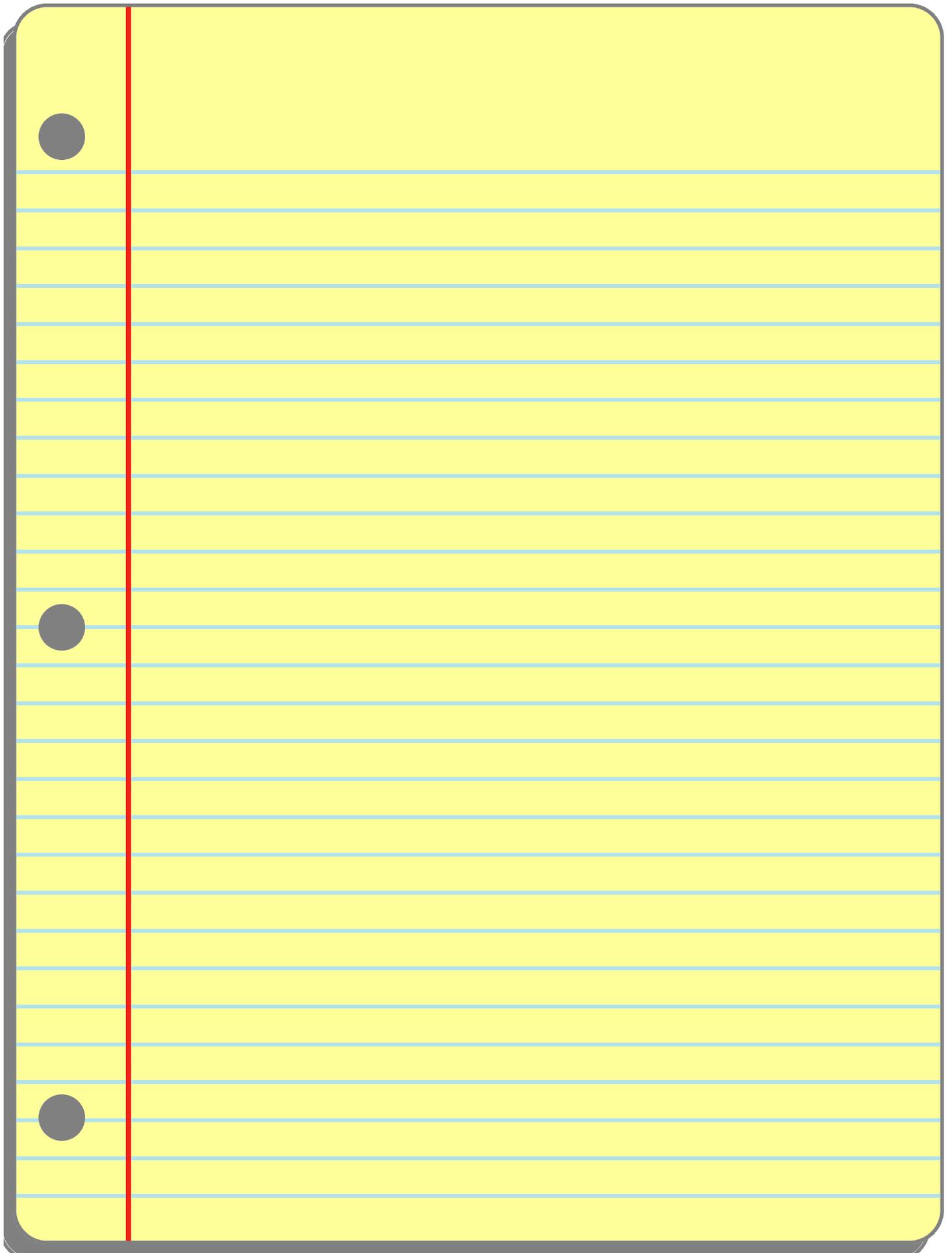
Activity

(49)

Top 10 Tips for Building Work Relationships

Study Tip No. 6 for the four ways people learn. Which way do you think you learn?

I must be a _____ learner because I _____



Top 10 Tips to (51) Demonstrate a Good Attitude

1. Analyze yourself.

Your attitude is formed from your personality and from events that occur in your life. Before you will know what, if anything, needs changing about your attitude, you must know who you are.

How well do you really know yourself? It takes courage to examine your motives, your thinking, and your actions. If you are honest, you should be able to identify at least five character strengths and five areas that need improving.

Here are some starter questions you could ask yourself:

- What is my best character trait?
- What is my weakest character trait?
- What things about myself should I change?

2. Know how to show a good attitude.

You may think you have a good attitude, while others may disagree. Because most people are “nice,” they may not tell you what they really think of your attitude.

There are simple ways to show a good attitude. Use the checklist below to determine whether you exhibit a good attitude.

- Say “good morning” to co-workers when you arrive at work and be pleasant the rest of the day, even if you don’t feel like it.
- Be positive. Talk about what’s right more than about what’s wrong.
- Keep your mind on your job while working. Don’t try to do personal activities that steal time from the company.
- Pitch in to help when needed, without being asked.

3. Avoid judging others negatively.

When you look at others, do you see mostly defects or assets? How you see others may be a reflection of how you see yourself. Do you look for strengths that you admire? Or do you look for personality traits that annoy you? If you focus on annoying, irritating, or negative traits, most likely everyone around you knows it. If people are staying away from you, this may be why.

Here are some fair and non-judgmental ways to analyze others' traits and behaviors:

- Be objective when you observe others.
- Look for each person's best traits.
- Place less emphasis on the negatives.
- Select someone with an especially good attitude as a good role model.

4. Analyze how others see you.

If you were a fly on the wall at work and could see and hear everything going on, what would you think about that person below named You?

Just as you observe others, others see you, too. And they may or may not like what they see. Will they see you going about your job in a businesslike manner? Will they overhear you conducting personal matters on company time? Do they think you set a good example for a new co-worker?

Ask yourself these questions:

—Am I well-liked? If not, what can I change?

—What are the things I like in others? Do I have these traits?

—Do I feel positive about things most of the time? Or do I feel negative?

5. Look for the “half-full” glass.

If someone puts a glass of water in front of you, do you see it as half-full or half-empty? This is just one more way of asking whether you are an optimist or a pessimist.

An optimist sees the glass half-full, with plenty still to drink. A pessimist sees the glass half-empty, with its contents almost gone. It’s all in the attitude.

Here are some “glass half-full” attitudes:

—“We’ve worked hard, and we have just a little more to do!”

—“When I finish this part of the project, I’m going to celebrate!”

—“This job is difficult, but I’m learning a lot that I can use later.”

—“I gave up personal time, but my boss will appreciate it.”

6. Show up and do your job.

Some bosses are so frustrated with bad attitudes among their workers that they say, "What I want is someone who will show up on time for work every day and do what needs to be done."

With these minimum expectations, it won't take a great deal of effort to look good. Just by offering ideas, digging into tough jobs, and staying late occasionally, your boss will like your attitude.

7. Keep your personal problems to yourself.

Everyone has personal problems, and many people like to talk about them to whomever will listen. Even though your problems may seem severe, you will be viewed as a complainer if you talk about them a lot.

—Leave personal problems at home.

—When someone asks how you are, say "Fine," "Great," "Good" or a similar word.

—Locate a counselor when things get bad.

8. Build your self-esteem.

When people act superior, cocky, and overly aggressive, it's usually because they have low self-esteem. Of course, they would never let you know that. Their swagger and arrogance usually is a cover-up. The louder their voice and more intimidating their style, the less self-esteem they probably possess.

Other people with low self-esteem may be shy because they're embarrassed to be around other people. They hang back.

If you fall into either of these categories, you need to work on your self-esteem.

—Think of one good thing about yourself and concentrate on it.

—Don't be afraid of trial and error. Allow yourself to make mistakes.

—Be patient, confidence comes with experience, over time.

9. Eliminate objectionable behaviors.

Some behaviors are truly annoying, and there's no answer but to eliminate them. First, of course, you have to recognize them.

If you show any of the objectionable behaviors listed below, get rid of them now!

- Sulking about orders you don't like.
- Pouting and bad-mouthing others.
- Using foul language or saying things with sexual overtones.
- Complaining or defying authority.
- Thinking that something is too small or unimportant for you to do.
- Back-stabbing.
- Picking on people.

10. Start low and aim high.

Most everyone who works starts at the bottom for their first job. Unfortunately, many first-time job seekers have an unrealistically high idea of what they are worth to a company.

Show your company that no job is too low for you—whether it's emptying your trash basket daily or bringing coffee—then prove to everyone around you how much more capable you are. Also make clear that you're aiming much higher.

—Let the bosses know that you want to climb the career ladder.

—Be clear that you're willing to work hard.

—Start over and over, again and again, if needed.

—Do all jobs well, no matter how small or how large.

Top 10 Tips (51)

Demonstrate a Good Attitude

1. Analyze yourself.
2. Know how to show a good attitude.
3. Avoid judging others negatively.
4. Analyze how others see you.
5. Look for “half-full” glasses.
6. Show up and do your job.
7. Leave personal problems to yourself.
8. Build your self-esteem.
9. Eliminate objectionable behaviors.
10. Start low and aim high.

Top 10 Tips Demonstrate a Good Attitude

Write T or F in the blank to show whether the statement is True or False.

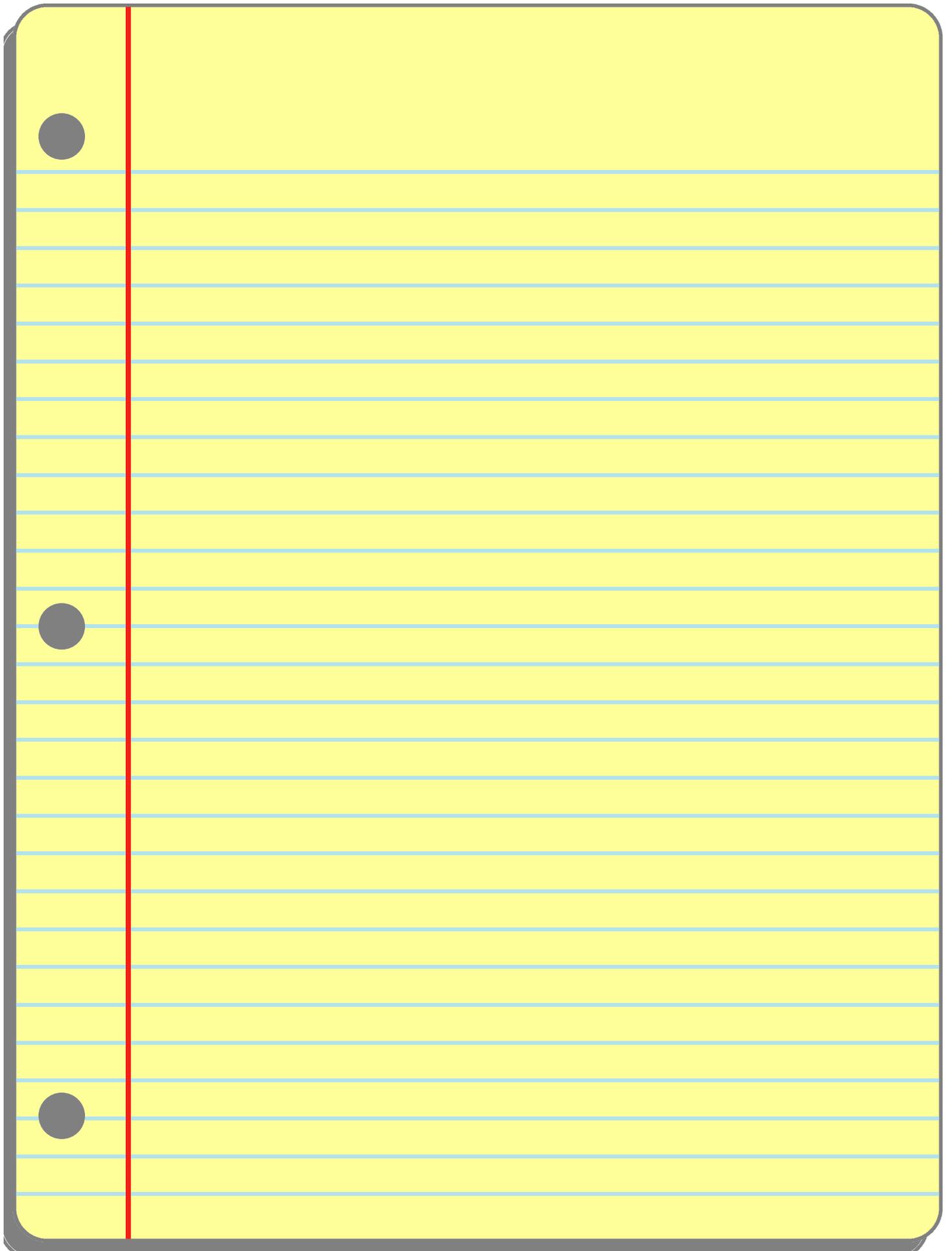
- _____ 1. To understand yourself, you should talk about yourself a lot.
- _____ 2. The main thing employers want is for employees to show up on time and do their job.
- _____ 3. You should be careful not to judge people.
- _____ 4. Telling people at work about your personal problems is good because you are around them so much they get to know you well.
- _____ 5. An optimist sees a half-full glass.
- _____ 6. Some behaviors are so annoying they just have to be eliminated.
- _____ 7. You should never start in a low-level job.
- _____ 8. Confidence comes from knowing everything.
- _____ 9. Arrogance is often a sign of low self-esteem.
- _____ 10. Some people don't seem to know how to show a good attitude.

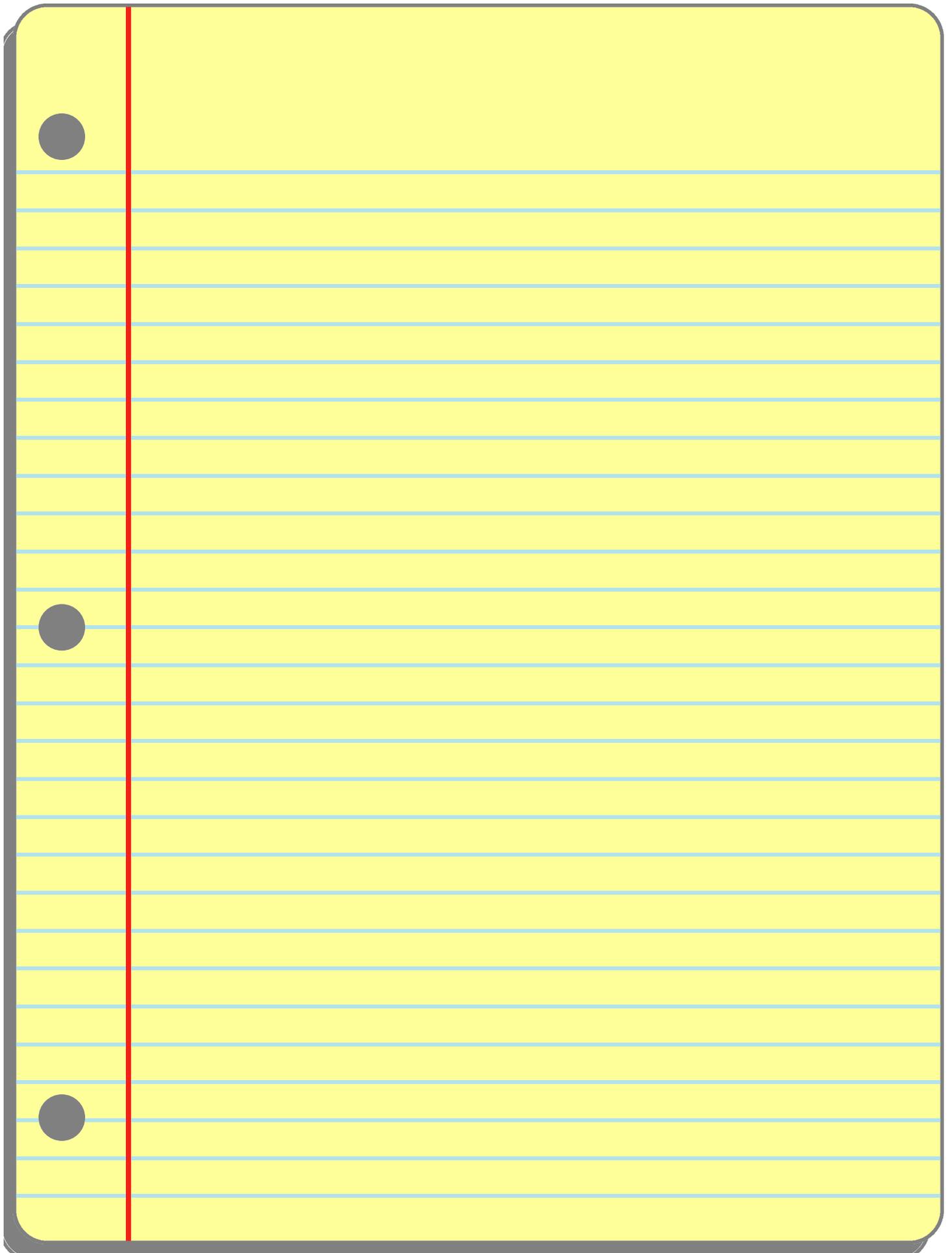
Activity

(51)

Top 10 Tips Demonstrate a Good Attitude

Describe a person you know who has an excellent attitude and a person you know that has a poor attitude. Why do you think each one of these people has the particular attitude you describe.? (Don't use any real names in this assignment.)





Top 10 Tips for Handling Criticism (59)

1. Critique, don't criticize.

A critique is an analysis of how something is done. It describes the pros and cons. It *does not* mean looking at something in a negative way or making all negative comments. Criticism is different. It does refer to a negative.

Do you become defensive with critiques when you shouldn't? For example, a supervisor may say, "Let's review how you did this and see if we can find any short cuts." Do you incorrectly take this as an insult, thinking that the supervisor is criticizing the amount of time you took to do the work? The supervisor's intent may have been to help you build productivity.

Characteristics of critiques:

- They review strengths and weaknesses.
- They offer recommendations, improved methods, and better resources.

2. Know your personality traits.

Your personality has a great deal to do with how you give and receive criticism. For example, if you tend to judge people harshly, it's likely that you criticize too often. And if you are sensitive and get your feelings hurt easily, you may misinterpret off-hand comments as criticisms.

It is only by understanding yourself that you can give and receive criticism effectively. As the recipient of criticism, hold your reactions until you have had time to think the situation through.

Consider these personality traits:

- Anger. If you are easy to anger, you may over-react to innocent comments.
- Insecurity. If you are insecure, you may feel picked upon unnecessarily.
- Impatience. If you are impatient, you may find yourself criticizing too often.

3. Get the facts right.

Before you criticize someone else or become defensive about criticisms of yourself, make sure that you know the whole story behind the criticism.

—First, analyze yourself. If you're criticizing someone, is the criticism necessary, or are you reacting to something else by criticizing what is occurring now?

—Check out the facts. Have on hand written documentation of dates, times, materials, and procedures that led to the criticism.

—Be objective and businesslike when you receive or give criticism.

—Focus on the act, not the actor. The criticism should be about the thing that happened, not the person who did the thing.

4. Respect feedback.

The purpose of feedback is to help you understand, improve, or correct yourself. It should be welcomed.

People with more or different experience from yours have a great deal to offer that can help you with your job. If your personality sees criticism in every comment, you will not be able to take advantage of the feedback that can improve your performance.

To use feedback successfully:

- Ask for it. Some people will not give feedback unless it is requested.
- Avoid being defensive if the feedback isn't what you expected, or want, to hear.
- Implement helpful suggestions from feedback.
- Express appreciation for feedback.

5. Expect to succeed.

Low expectations for yourself can be your worst enemy. If you don't expect to succeed, others won't expect you to succeed either.

For the rest of your life, each time you start a new job, you will probably be slightly anxious about whether you can do the work or how well you can do it. That's perfectly natural and not a sign that you don't expect to succeed. A little anxiety is helpful because it motivates you to do your best. When the anxiety turns into an expectation to fail, it is hurtful.

You can raise your expectations in these ways:

- Give yourself credit for the things you do well.
- Avoid being overly critical of your mistakes.
- Believe the compliments you receive.

6. Look for positives in negative situations.

When receiving either a critique or a criticism, think about how it can help you. Then focus on improving. How many successful people would be where they are today if they hadn't received some negative feedback? Feedback forced them to try harder or learn something new.

When criticized for job performance, think of it as an opportunity for career growth:

- Analyze the situation and find the positives in it.
- Write a list of actions that will help you improve.
- Ask the person who gave the critique or the criticism to review your work after you've corrected it. If additional changes are still needed, express appreciation for the advice and make adjustments.

7. Head off conflict.

In order to prevent conflict, you need to be alert to what's going on around you. By being observant of potential problems, you can find ways around them.

For example, suppose a co-worker is annoyed with you because she believes your high standards will make more work for everyone else. This person criticizes you behind your back and tries to turn co-workers against you.

What can you do to head off the conflict?

- Ignore the backstabbing and keep doing a good job.
- Try to form a better relationship with the person. To start, you might ask the person for an opinion or for help. (Most people will feel flattered.)
- Explain how your standards will help everyone by reducing do-overs.

8. Be slow to anger.

Often, people feel the need to criticize after they've become angry. Perhaps, for example, a co-worker misses so much work that you have to do her job and yours. Or maybe a teammate fails to meet a deadline and knocks your work off schedule. If you become angry, you may say critical things that aren't necessary. While both of these situations should be dealt with, anger will not lead to the result you want.

Watch your anger and don't let it flow over into inappropriate criticism.

- Think about the real reason for your anger. Is it important enough to make a big deal about or should you let it pass?
- Consider what result you will get from the anger. Is it the result you want?
- Admit that anger can carry over into everything you do, frustrating you and the people you work with, and lowering your own productivity.

9. Overcome past resentments.

It takes a mature person to overcome bad feelings toward a co-worker. However, old resentments and misunderstandings can hold you back, while the co-worker may move forward as if nothing ever occurred.

Imagine, for example, that a team member took credit for all the work that the two of you did together on a project. Maybe the person even criticized your efforts. Now, you don't want to work with him, even though he's still on your team.

Try some of these suggestions:

- Think about what's in it for you. If you don't work cooperatively with co-workers, you, not the co-worker, will be viewed as the problem.
- Work together, but be more cautious in trusting the co-worker.
- Complain at home about the person, if you need do, but don't complain at work.

10. Focus on issues, not people.

Usually, when you want to criticize, it's because something happened that annoyed you. There are two ways to approach the problem: (1) You can get mad at the person who was involved or (2) you can be upset with the occurrence but not the person.

Hurting someone's feelings will neither correct the mistake nor keep the person from making mistakes in the future. It will damage your work relationship and, perhaps, cause so much anxiety that the person's work will get worse.

Try these ways to address the issue:

—Cool down before you say anything to anyone. You may criticize the wrong person.

—When problems arise, identify what is wrong.

—Have the person fix the problem or help the person fix the problem.

Top 10 Tips for (59) Handling Criticism

1. Critique, don't criticize.
2. Know your personality traits.
3. Get the facts right.
4. Respect feedback.
5. Expect to succeed.
6. Look for positives.
7. Head off conflict.
8. Be slow to anger.
9. Overcome past resentment.
10. Focus on issues, not people.

Top 10 Tips for Handling Criticism

Write T or F in the blank to show whether the statement is True or False.

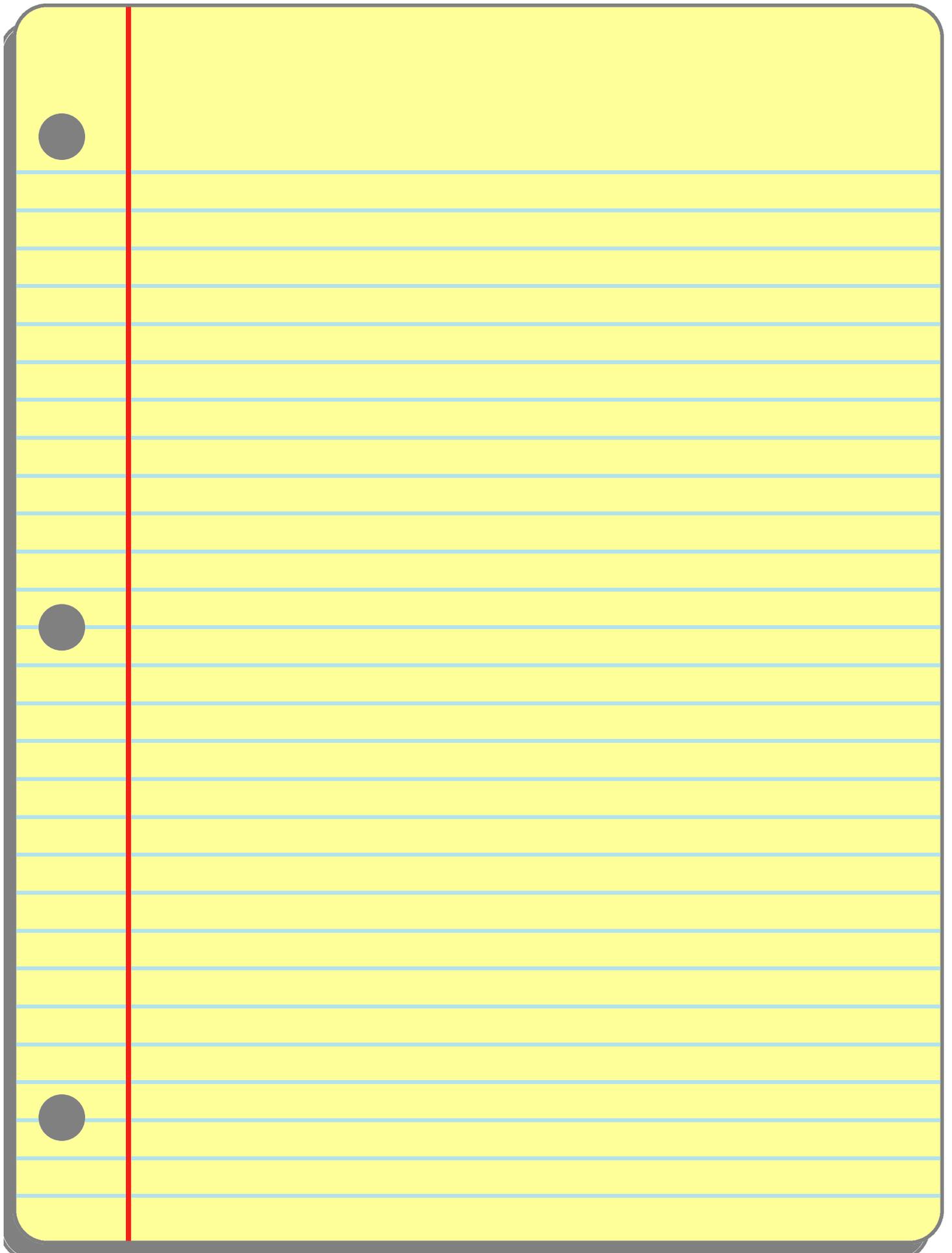
- _____ 1. Critique is constructive, criticism is destructive.
- _____ 2. Before you criticize someone, you should get the facts right.
- _____ 3. It is better to focus on issues instead of on people.
- _____ 4. Past resentments can hold you back.
- _____ 5. Your personality traits have a great deal to do with how you give and receive criticism.
- _____ 6. You can find a positive in most criticisms.
- _____ 7. Head off conflict by knowing what's going on around you.
- _____ 8. If you get angry easily, you may be a person who criticizes too often.
- _____ 9. Feedback often can be helpful.
- _____ 10. If your expectations are too low, others won't expect you to succeed.

Top 10 Tips for Handling Criticism

Describe a criticism you have received and explain how it made you feel. How could the person have said the same thing without hurting your feelings?

The criticism:

How the criticism could have been handled better:



Section IV, Unit 15

Sexual Harassment in the Workplace

Objective: Students will gain knowledge regarding what constitutes sexual harassment in the work place.

Instruction: Students will complete the Youth @ Work's Sexual Harassment Workbook as a class.

Activity: Students will complete WSHUHSD's Sexual Harassment Training for Classified Employees online. Contact the Career Visions Office if assistance is needed.

Materials Needed:

- Youth @ Work's Sexual Harassment Workbook
- Youth @ Work's Sexual Harassment Student Handouts
- Youth @ Work's Sexual Harassment Overhead Slides
- Youth @ Work's Sexual Harassment Workbook – Powerpoint Presentation
- Internet access
- Student email account or District login. See attached for details.



Kevin Sarkissian <ksarkissian@hartdistrict.org>

Sexual Harassment Training for CV Students

Greg Lee <glee@hartdistrict.org>

Thu, Jun 25, 2015 at 9:37 AM

To: Kevin Sarkissian <ksarkissian@hartdistrict.org>

Yes. They can access the class by logging on to the site using their Hart District email address. If they don't have one, have them contact Oscar Lopez, the District receptionist. He can give them a log in code. If they don't know the address of the course website, Oscar can provide that too. It's a good idea.

[Quoted text hidden]

—

Greg Lee
Director of Human Resources and Equity Services
William S. Hart Union High School District
661-259-0033 x316 "...because everyone matters at Hart."

This email may contain confidential and privileged material for the sole use of the intended recipient(s). If you are not the authorized recipient of this email, please contact the sender by reply email and delete this message.

Login info: <http://hartdistrict.keenan.safeschools.com/login>



Supplementary Lesson

Sexual Harassment



Learning Objectives

By the end of this supplementary lesson, students will be able to:

- Define workplace sexual harassment.
- Identify sexual harassment in the workplace and differentiate between the two types: “quid pro quo” and “hostile work environment.”
- List at least one law that protects against workplace sexual harassment.
- Understand steps employees can take to stop sexual harassment in the workplace.
- Know what to do to get help.

Sexual Harassment Supplement Lesson Plan (45 minutes)

Activity	Time	Materials
<p>A. Introduction: What is Sexual Harassment?</p> <p>Students will become familiar with the two main types of sexual harassment; quid pro quo (i.e., this for that) and hostile work environment, and learn to differentiate between harassment and flirting.</p>	15 minutes	<ul style="list-style-type: none"> • Overheads #S1 – S12
<p>B. Workplace Scenarios</p> <p>Students will work in groups to discuss different workplace scenarios and to determine if the behaviors qualify as sexual harassment. Students will also discuss the appropriate actions to be taken and how it might make them feel.</p>	15 minutes	<ul style="list-style-type: none"> • Handouts #S1-4: <i>Workplace Scenarios #1-4</i> • Handout: <i>You Be the Judge! Analyzing Workplace Scenarios (scenario worksheet)</i>
<p>C. What to do if sexual harassment occurs</p> <p>Students will understand the laws that protect them, and steps to take to stop sexual harassment if it occurs, and what to do to get help.</p>	10 minutes	<ul style="list-style-type: none"> • Overheads #S13-20
<p>D. Review</p> <p>Instructor summarizes key points of the lesson, including information in the take-home handout.</p>	5 minutes	<ul style="list-style-type: none"> • Copies of Handout: <i>Workplace Sexual Harassment</i>

Acknowledgements:

Many of the activities and lessons in this supplement have been adapted from the curricula of other organizations also concerned with educating teens about workplace safety and sexual harassment in the workplace. These curricula and groups include:

Health and Safety Awareness for Working Teens

Sexual Harassment in the Workplace

The University of Washington Department of Environmental and Occupational Health Sciences, the NIEHS Center for Ecogenetics and Environmental Health, and the Washington State Department of Labor & Industries

U.S. Equal Employment Opportunity Commission (EEOC)

Youth @ Work (<http://www.eeoc.gov/youth/>)

Massachusetts Commission Against Discrimination (MCAD)

<http://www.mass.gov/mcad/>

Massachusetts Coalition for Occupational Safety and Health, Teens Lead @ Work

www.masscosh.org/teensleadatwork

Special Note to Teachers:

Due to the sensitive nature of the topic of sexual harassment, **you may need to seek permission from your principal or school district before presenting this lesson.**

Teenagers are particularly vulnerable to becoming targets of sexual harassment as they enter the workforce. Young workers are at a power and age disadvantage in comparison to their older supervisors and co-workers. Also, young workers are often unfamiliar with sexual harassment laws and do not know their rights. And often, young workers may be afraid to speak up about a problem at work, or may not possess the skills with which to do so. It is important to recognize that any worker, regardless of job title, age, sexual orientation or gender, may become involved in sexual harassment, either as the harasser or as the target of harassment.

The topic of sexual harassment in the workplace is often included in orientation programs for new employees at many workplaces. However, many young workers may not receive this training because they enter the job on a part-time basis, or as part of an internship or work-based learning experience. Many other teenagers may not receive training because they find jobs with employers that do not have formalized sexual harassment policies or training programs.

Discussion of sexual harassment can be both sensitive and controversial, and should be approached carefully; the topic may make you, the teacher, and your students uncomfortable. Some students may approach you with concerns about sexual harassment or other sensitive issues in their lives. To be prepared if this occurs, you should know what resources are available in your district, and who to refer the student to for further support. Additional resources and contact information for agencies handling sexual harassment cases are included at the end of this lesson.

Preparing To Teach This Lesson

1. Before you present the Sexual Harassment Supplementary Lesson:
2. Obtain a flipchart and markers, or use a chalkboard and chalk.
3. Copy each overhead used in this lesson (#S1-#S20) onto a transparency to show with an overhead projector or use the PowerPoint presentation.
4. Photocopy handouts #1-4 Workplace scenarios 1-4 (one of each per group of students) and the scenario work sheet.
5. Photocopy the student handout *Workplace Sexual Harassment* for each student.
6. Review the Media Stories on page 8 to include video clips or news articles highlighting sexual harassment cases available on the internet. If viewing or navigating internet resources, have a projector/computer available or make necessary copies of articles to be distributed to students.

Detailed Instructor's Notes

A. What is sexual harassment?

(15 minutes)

a. Defining sexual harassment

1. Introduce the topic and explain to the class that there will be a discussion about sexual harassment in the workplace; the discussion will include ways to identify it and how to take action if it occurs. Sexual harassment can occur anywhere, but this lesson focuses on when it occurs in the workplace. Read at least one of the scenarios below. (Overheads #S1-2)



Kylie is 16-years-old and recently started a summer job at a hamburger/hotdog take-out restaurant. She works mostly with other teens, and her manager, Jason, is 23-years-old.

During her first week of work, Jason would sometimes wink or smile at Kylie, and she found it exciting to be noticed by someone attractive and older. Now, into Kylie's second week, Jason whistles at her when she arrives for her shift every day and regularly jokes that she must get a lot of dates with a mature body like hers. He also tells her that she should consider going on a date with *him* because "older guys are more experienced than high school boys."

Even though Kylie has no interest in dating Jason, and these comments make her uncomfortable, she has noticed him saying similar things to other female workers who go along with it, so she worries she is overreacting. Kylie is also afraid to say something because Jason is the manager, and she needs the work to save money over the summer.



Dave is 17-years-old and works at a cell-phone retailer after school. He usually works with Kristen, the Assistant Manager of the store, and another female sales assistant. Kristen is often overly friendly to Dave, but has never made him feel uncomfortable before.

This changed the other day when Kristen asked Dave to lift her up by her waist to reach a product on the top shelf in the store. Dave politely refused because there was a step-stool nearby, and he felt the request was inappropriate. Kristen got upset when Dave said no and called him a “wimp.” She told him that he “shouldn’t disobey the manager.” The other female sales assistant overheard the conversation and laughed it off.

Dave feels very uncomfortable now because he doesn’t think that Kristen was joking about him disobeying her, even though he feels what she asked him was wrong.

2. As a class, come up with a definition of sexual harassment. It may be difficult to develop a definition that everyone agrees on. Point out that sexual harassment is full of subtleties and gray areas, which can make it difficult to clearly define and identify. The following questions may be helpful in developing a definition:

“What makes flirting different from sexual harassment?”

“Is it easy or difficult to tell the difference?”

“How can you tell when the line has been crossed between a flirting behavior and a harassing behavior?”

“What types of feelings may a person experience as a result of this type of behavior?”

3. Write down the definition that the students develop.



4. Next share the definition of sexual harassment developed by the U.S. Equal Employment Opportunity Commission (EEOC). (Overhead #S3)

“Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when this conduct explicitly or implicitly affects:

- An individual's employment,
- unreasonably interferes with an individual's work performance, or
- Creates an intimidating, hostile, or offensive working environment.” (EEOC, 1980)



5. Share the summarized definition also. (Overhead #S4)

- Unwelcomed sexual advances or requests for sexual favors
- Behavior of a sexual nature that is unwanted, unwelcome, and repeated
- Can be visual, verbal, or physical



6. Explain that both harassers and victims can be anyone. Harassment can come from fellow co-workers, supervisors, or even from people who don't work with you (such as clients or customers). Harassers can be the same or opposite sex as the worker. (Overhead #S5-6)

Victims of sexual harassment often feel many emotions. It can bring up feelings of confusion, anger, anxiety and fear that the behavior will continue or worsen, and make them feel awkward or uncomfortable at work.

For victims of sexual harassment, their work performance may suffer and their attitude about work could be negatively impacted; they may avoid going to work, call in sick more frequently, arrive late, or want to quit. The effects of sexual harassment can also negatively affect a young worker's academic/school performance.

b. Types of sexual harassment



1. Explain that the EEOC recognizes two types of sexual harassment in the workplace: quid pro quo and hostile work environment. (Overhead #S7)

2. Quid Pro Quo sexual harassment means “this for that.”

This type of sexual harassment usually involves a supervisor, employer, or co-worker who uses threats, or promises of rewards in exchange for sexual favors.



Discuss examples of threats and rewards. (Overhead #S8)

Examples of Threats:

- Getting fired
- Getting a bad evaluation
- Not getting a raise or promotion
- Being excluded from a group
- Not getting a preferred work schedule
- Reduced work hours

Examples of Rewards:

- Getting hired
- Getting a promotion
- Getting a raise or other special treatment
- Getting a preferred work schedule
- Being included as part of a group
- Getting a better grade or review on an evaluation



3. The second type of sexual harassment in the workplace is when a hostile work environment is created. (Overhead #S9-10)

This type of sexual harassment is caused by repeated actions, comments, behaviors or objects that create an intimidating, hostile, or offensive work environment.

4. Remind the class that behaviors that are repeated by the harasser, unwelcome and unwanted by the victim qualify as sexual harassment. For example, if a supervisor makes a comment and the behavior is never repeated, the single incident is not likely to qualify as sexual harassment unless it is repeated.

However, certain behaviors and incidents do not need to be repeated in order to be considered sexual harassment including severe incidents, such as sexual assault.

Examples of a hostile work environment:

- Regular use of sexually offensive language
- Sexual jokes
- Sexual gestures
- Sexual pictures or graphic calendars
- Lewd notes
- Sexual graffiti
- Screen saver with nude or scantily clad bodies
- Emails with sexual jokes, pictures, or comments
- One incident of sexual assault

C. Flirting versus harassing

1. Explain to the class that sometimes it can be confusing to draw the line between flirting and sexual harassment, making it difficult to identify whether sexual harassment is occurring.

2. As a class, discuss the differences between flirting behaviors and sexual harassment. (Overhead #S11) The difference between flirting and sexual harassment is the nature of the behavior and how it makes the other person feel.



Flirting can feel exciting, silly, fun, and playful or make a person feel good to be noticed, or attracted to the other person. Flirting is mutual, wanted on both sides, and makes each person feel in control. Unlike flirting, sexual harassment is unwanted, makes a person feel threatened, uncomfortable, uneasy, disgusted, embarrassed or lacking control of the situation. Sexual harassment includes threats, rewards, calling someone profane names, unwanted touching, or lewd gestures or images.

Some behaviors may be appropriate within a family, friendship or personal relationship but may not be appropriate or welcome in a work setting. Examples of this can be hugs, touching someone's arm, leaning on or against someone, or putting an arm around someone's shoulder. These behaviors may not necessarily make someone uncomfortable, indeed they may be normal in many people's lives and a sign of friendship, but as people are raised with different personal boundaries, some of these behaviors could make a person feel uncomfortable with a coworker or supervisor. If someone states that a behavior makes them uncomfortable, then it enters into the area of sexual harassment if it continues. These behaviors are best left out of the workplace

for everyone's comfort, particularly as people do not always know the intent of the behavior (i.e., whether it is meant as friendly or flirting or to make someone uncomfortable or fearful).



3. Explain to the class that there are three methods through which harassment can be carried out: visual, verbal, and physical. Discuss what makes these examples sexual harassment (as opposed to flirting) as a class before breaking off into groups for an activity. (Overhead #S12)

Sample student answers:

VISUAL HARASSMENT	VERBAL HARASSMENT	PHYSICAL HARASSMENT
<ul style="list-style-type: none"> • Posting pictures of nude or scantily clad people • Passing notes with lewd drawings or images • Hanging a calendar with nude pictures • Drawings of a sexual nature in bathrooms or locker rooms, especially when targeting a specific person • Wearing a t-shirt with sexually explicit pictures of graphics 	<ul style="list-style-type: none"> • Calling someone degrading names of a sexual nature • Spreading sexual rumors, making fun of a person's sexual orientation • Commenting on someone's sexual abilities, body parts or clothing • Telling, emailing, or texting jokes of a sexual nature • Howling, catcalling or whistling 	<ul style="list-style-type: none"> • Making lewd gestures (licking lips suggestively, gyrating hips, etc.) • Following someone or blocking his or her way so a person can't get away • Unwanted grabbing pinching, kissing, or pressing up against someone • Exposing private body parts (exposing buttocks, breasts, or genitals) • Pulling off clothing, flipping up skirts, bra snapping

B. Workplace Scenarios

(10 minutes)

1. Handouts #1-4 contains a variety of scenarios from which to choose. You are strongly encouraged to review the scenarios ahead of time to determine their appropriateness for your students. Alternatively you can select from the cases of teen sexual harassment which have been covered by the media, listed below.
2. Choose three scenarios for the students to review.

3. Break students into small groups of three students per group. Handout a copy of one scenario to each group. Explain that the students will identify different types of sexual harassment by reading workplace scenarios and then discussing a list of questions.
4. Have the students read their scenarios and mark their answers on the scenario worksheet.
5. Once groups have finished the questions, ask for participants from each group to share their answers. If students are unsure of the answers or come up with an incorrect response, prompt a class discussion or further clarification on topics that are unclear to students.



Scenario A: Abby's Story

Abby is 17 and has worked as a stock handler in a hardware store for 8 months. She recently asked her supervisor for a small raise.

She is one of the only female employees at the store and younger than most of the men who work there. Her male co-workers often call her "honey" or "sweetheart," or joke about her doing "men's work." She keeps quiet about it because she wants to fit in and feels nervous about how they would react if she ever said something.

Since Abby asked for a raise, her supervisor has been behaving differently. Sometimes he blocks her way and gets very close when she tries to pass; other times he tells her she's a "good worker" and rubs her back or shoulders. This makes Abby feel very anxious and some days she does not want to go to work.

One day, he pulls Abby into his office and tells her that she isn't due for a promotion yet. However, if she agrees to go out on a date with him, he could pull a few strings and get her a raise anyway.

Is this sexual harassment?

Yes. Repeated comments made her male co-workers and supervisor are sexual harassment.

Quid pro quo or hostile work environment?

Both hostile work environment and quid pro quo.

What behaviors tell you what type of sexual harassment this is or isn't?

Hostile work environment: Co-workers referring to her by names such

as “honey” and “sweetheart, or sexist comments that it is a “man’s job” or “not being strong” (targeting at a specific gender), her supervisor touching her. Quid pro-quo: Abby’s supervisor implies she will receive a raise early if she agrees to go out on a date with him, which is a reward offered in exchange for a date with him.

Who is the harasser?

Some of her co-workers and her supervisor.

Who is the target?

Abby.

What can or should the target do?

Abby should write down the things that are said to her and who said them, when and where they were said, and how it makes her feel. She should contact the management at the store to let them know what is happening or make a formal complaint to management, the sexual harassment contact person at the company, or the Human Resources Department. She should also tell her supervisor that she cannot go out with him because she is uncomfortable dating a supervisor.

How would you feel if you were the target in this situation?

Possible answers include: uncomfortable, frustrated, intimidated, angry, wanting it to stop, feeling like there is no one to talk to since other co-workers and supervisor are harassers, feeling like these behaviors are a result of working in this field, feeling pressured.

Scenario B: Beth’s Story



Beth, 16, works part-time early evenings as an office assistant. She takes over after the full-time assistant, Karen, leaves for the day. Beth and Karen share the same desk and computer.

Karen usually leaves work when Beth arrives, but lately has been staying in the office after her shift is over. She has been asking Beth about her personal life: Does she have a boyfriend? Has she ever thought about dating women? Karen told Beth she is “really pretty” and “her type.” Beth feels very uncomfortable and distracted, and has a hard time getting her work done when Karen hangs around the office.

Last week, Karen put rude pictures of women as the wallpaper on the computer they share. When Beth went to change the wallpaper, Karen told Beth to leave the computer settings the way they are, since she is the main office assistant and Beth is only part-time.

Karen also tried to give Beth a back massage and when Beth tried to stop her, Karen told her “she was too stressed out” and “should just relax.”

Is this sexual harassment?

Yes.

Quid pro quo or hostile work environment?

Hostile work environment.

What behaviors tell you what type of sexual harassment this is or isn't?

Visual (pictures on computer); verbal (asking unwanted and unwelcomed personal questions that make her uncomfortable, saying she is “cute/her type”); and physical harassment (massaging her back and continuing after Beth tries to stop her).

Who is the harasser?

Karen.

Who is the target?

Beth.

What can or should the target do?

Beth should tell Karen that her behavior is making her uncomfortable and she should stop. If she feels uncomfortable telling Karen directly, Beth should write down the dates/times of the incidents and how it makes her feel. If Beth talks to Karen directly and the behavior continues, Beth should talk to her supervisor, the sexual harassment contact, or the Human Resources Department.

How would you feel if you were the target in this situation?

Range of answers include; feeling annoyed, uncomfortable,

embarrassed, wanting it to stop, frustrated, angry, not wanting to come to work.



Scenario C: Kylie's story

Kylie is 16-years-old and recently started a summer job at a hamburger/hotdog take-out restaurant. She works mostly with other teens, and her manager, Jason, is 23-years-old.

During her first week of work, Jason would sometimes wink or smile at Kylie, and she found it exciting to be noticed by someone attractive and older. Now, into Kylie's second week, Jason whistles at her when she arrives for her shift every day and regularly jokes that she must get a lot of dates with a mature body like hers. He also tells her that she should consider going on a date with *him* because "older guys are more experienced than high school boys."

Even though Kylie has no interest in dating Jason, and these comments make her uncomfortable, she has noticed him saying similar things to other female workers who go along with it, so she worries she is overreacting. Kylie is also afraid to say something because Jason is the manager, and she needs the work to save money over the summer.

Is this sexual harassment?

Yes.

Quid pro quo or hostile work environment?

Hostile work environment.

What behaviors tell you what type of sexual harassment this is or isn't?

Verbal: whistling; commenting on her body; sexually suggestive comments about going on a date. Note: Although Kylie might worry she'll lose work hours or her job if she doesn't go on a date with Jason, in this case it doesn't qualify as Quid Pro Quo because he has not made any threats (he would need to verbally threaten or offer some kind of exchange for a date).

Who is the harasser?

Jason.

Who is the target?

Jason.

What can or should the target do?

Kylie should write down the things Jason says and does, the dates and times they occur and if other employees are around to witness his actions, and how it makes her feel. Since Kylie is afraid to say something directly to Jason, she should contact the Human Resources person at the restaurant (if there is one), or Jason's boss, who may be the restaurant owner if it is a very small business, and explain what is going on or make a formal complaint. If the hostile behavior continues, Kylie can also file a state-level or federal-level claim through MCAD (Massachusetts Commission Against Discrimination) or EEOC (Equal Employment Opportunity Commission), which could prevent harassment from happening to others at the restaurant, as well.

How would you feel if you were the target in this situation?

Possible answers include: Uncomfortable, nervous, confused, uneasy, helpless, frustrated, alone, like there's something wrong with me for feeling this way.



Scenario D: Dave's Story

Dave is 17-years-old and works at a cell-phone retailer after school. He usually works with Kristen, the Assistant Manager of the store, and another female sales assistant. Kristen is often overly friendly to Dave, but has never made him feel uncomfortable before.

This changed the other day when Kristen asked Dave to lift her up by her waist to reach a product on the top shelf in the store. Dave politely refused because there was a step-stool nearby, and he felt the request was inappropriate. Kristen got upset when Dave said no and called him a "wimp." She told him that he "shouldn't disobey the manager." The other female sales assistant overheard the conversation and laughed it off.

Dave feels very uncomfortable now because he doesn't think that Kristen was joking about him disobeying her, even though he feels what she asked him was wrong.

Is this sexual harassment?

No.

Quid pro quo or hostile work environment?

N/A (If repeated it would be considered hostile work environment).

What behaviors tell you what type of sexual harassment this is or isn't?

Although this behavior is unwanted and unwelcome, in this case it does not qualify as sexual harassment since this is the first time this type of incident has occurred (the behavior needs to be repeated).

Who is the harasser?

Kristen.

Who is the target?

Dave.

What can or should the target do?

Dave should tell Kristen that he feels uncomfortable with being asked to perform that task. Dave should also tell the store Manager. In case this type of behavior occurs in the future, Dave should also write down the date and time of the incident, including how it made him feel, his reaction to her and the name of his co-worker that witnessed the incident. If Kristen's behavior continues and is repeated, it will qualify as sexual harassment.

How would you feel if you were the target in this situation?

Possible answers include: Uncomfortable, cautious, angry, embarrassed.

Media stories

ABC News. July 3, 2012 (Colorado)
"Investigation: Teen Worker Sexually Harassed; 17-Year-Old Girl Worked at Jimmy John's Franchise"
<http://www.thedenverchannel.com/news/31245056/detail.html>

Metropolitan News Company. June 28, 2012 (California)
"C.A. Allows Suit Against Pizza Chain Over Sexual Harassment Claim: Panel Says There Was Sufficient Evidence That Franchisor Exercised Control Over Personnel"

News story on a ruling that granted a sexually harassed teen the right to file a lawsuit against the whole Domino's Pizza chain, and not just the franchise at which she worked.

<http://www.metnews.com/articles/2012/pizza062812.htm>

MSNBC. June 7, 2010

“Many teens face sexual harassment on the job”

An overview story, with examples of employers that have been sued, about how sexual harassment continues to be an epidemic in many workplaces.

<http://www.msnbc.msn.com/id/37320747/ns/business-careers/t/many-teens-face-sexual-harassment-job/>

Ms. Magazine. October 19, 2006

“Teen Workplace Harassment & the Foley Scandal – The Untold Story”

An overview of the problem of sexual harassment including references to landmark cases in United States history.

<http://www.msmagazine.com/radar/2006-10-19-harassment.asp>

ABC News. Jan 22, 2010 (California)

16-year-old Starbucks Barista Sues Over ‘Sex Demands’ at Work”

20/20 story about cases against Starbucks, McDonalds and Taco Bell in California.

<http://abcnews.go.com/Blotter/Teen/teenage-starbucks-barista-sues-sex-demands-work/story?id=9631145&page=1>

Graff, E.J. *Good Housekeeping*. Feb 2, 2009

“Expert: Teens in the Workplace”

Story of teen victims of visual, verbal, and physical sexual harassment by management during their employment at a local movie theater (related to PBS video).

<http://www.pbs.org/now/shows/508/teen-work-safety.html>

ABC News. November 10, 2005 (Kentucky)

“Restaurant Shift Turns Into Nightmare”

News coverage of a teen employee of McDonald's which highlights a twisted case of severe sexual harassment, resulting in criminal charges, corporate response, and personal, long-term psycho-social consequences of being a victim.

<http://abcnews.go.com/Primetime/story?id=1297922&page=1>

The Schuster institute for Investigative Journalism. (National)

This website lists cases of sexual harassment to teens as well as research articles and links to other resources.

<http://www.brandeis.edu/investigate/gender/teenSH1/index.html>

Public Broadcasting Service (PBS). February 20, 2009

“Is Your Daughter Safe at Work?”

Video program of teen victims of sexual harassment in the workplace share their story and highlight important issues.

<http://www.pbs.org/now/shows/508/index.html>

U.S. Equal Employment Opportunity Commission
“Youth at Work”

Educational campaign in response to the growing number of workplace sexual harassment cases filed by teens; providing additional resources, definitions, rights and responsibilities and several examples of past lawsuits of teen harassment handled by the EEOC.

<http://www.eeoc.gov/youth//cases.html>

C. What to do if sexual harassment occurs

(10 minutes)



1. Explain to students that everyone is different and will choose to deal with the harassment in his or her own way. There is no one correct way to respond to each situation. Many people never report that they are being harassed because they are afraid that the complaint will not do any good, or that there will be retaliation from the harasser. Some people feel ashamed, embarrassed or afraid that no one will believe them, or blame themselves. Explain that sexual harassment is illegal and there are federal and state laws in place to protect against sexual harassment. (Overhead #S13)



2. Explain what to do if you are a victim of sexual harassment. If someone at your workplace behaves inappropriately or you feel like you are being sexually harassed here are some things you can do: (Overhead #S14-17)

a) If you feel comfortable doing so tell the harasser that you do not like their behavior. If you do not feel comfortable talking to your harasser or the harassing doesn't stop tell your family, co-worker, teachers, friends, or trusted adult what is happening and ask for their advice and support.

b) Keep a written record of the incidents. Limit your notes to the facts and your physical and emotional response to the harassment. Be sure to keep any evidence of the harassment, such as notes, photos or email messages. Make your notes during breaks or at home; do not make notes during work time or on a work computer. Try to record your notes as soon after the incident as possible so that your memory of it is fresh. Record the following information for each incident:

- What happened?
- When did it happen?
- Where did it occur?

- Who witnessed it, if anyone?
- How did it make you feel?

c) Find out your employer's policies and procedures for sexual harassment and follow them to file a complaint. If there is no policy, report it to a manager in the company for appropriate action. Once your employer knows harassment is occurring, it is their responsibility to stop it.

d) You can take action by filing a formal claim through EEOC or the Massachusetts Commission Against Discrimination (MCAD); however there are time limits of 300 days to file a complaint. Taking action could prevent harassment from happening to others and make your workplace safer and more comfortable.

e) Start a buddy system. Ask a trusted co-worker to help you avoid situations where you would be alone with the harasser.

f) Look for witnesses or other co-workers who are also targets of the harassment, if any.

g) File a complaint with your union, if you have one.

3. Both Federal and state laws prohibit sexual harassment in the workplace. (Overhead #S18-20)

Federal law: 1964 Civil Rights Act Title VII

Title VII of the 1964 Civil Rights Act prohibits discrimination on the basis of sex and other factors in the workplace. Title VII is enforced by the U.S. Equal Employment Opportunity Commission. Sexual harassment is considered a form of sex discrimination. Therefore, the only behaviors covered by Title VII are ones that target one sex and can be considered a form of sex discrimination. Behaviors which target both men and women equally are not considered sex discrimination or sexual harassment.

SEC. 2000e-2: Prohibits employer discrimination on the basis of race, color, religion, sex, or national origin. This includes sexual harassment.

SEC. 2000e-3: Protects you from further discrimination or retaliation if you file a complaint or participate in an investigation or lawsuit about discrimination.

Massachusetts State Laws

(a) Chapter 151B



All employers, employment agencies and labor organizations shall promote a workplace free of sexual harassment.
(<http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXXI/Chapter151B/Section3A>)

Section 3A

- (a) employers must “promote a workplace free of sexual harassment”
- (b) mandates employers to adopt a policy against sexual harassment and provide copies of the policy to all employees; encourages an education and training program for employees

Section 4 It is unlawful to discriminate because of race, color, religion, national origin, ancestry, sex, sexual orientation, or gender identity

Teens should be encouraged to ask for an employer’s sexual harassment policy upon being hired and/or trained.

(b) Executive Order No. 491: Establishing a Policy of Zero Tolerance for Sexual Assault and Violence
(http://www.mass.gov/Agov3/docs/Executive%20Orders/executive_order_491.pdf)

This executive order calls for zero tolerance for sexual assault (domestic violence or stalking) at any place, including the workplace.

4. Pass out Handout: *Workplace Sexual Harassment* - take home resources for sexual harassment in the workplace, tips, and contact information for agencies with whom to file a complaint.

D. Review

(5 minutes)

1. Review the key points covered in the lesson.
 - Definition and types of sexual harassment
 - The differences between flirting and sexual harassment
 - Laws that protect workers against sexual harassment
 - Important take-home messages- what to do and where to go for help (refer to handout: *Workplace Sexual Harassment*).

Tips for a short lesson

A shorter version of this lesson can be presented in approximately 25-30 minutes by following the outline below.

1. What is sexual harassment? (15 minutes)
2. Workplace scenarios: Assign this activity as a homework assignment either individually or as a group assignment. You can discuss their answers in another class session.
3. What to do if sexual harassment occurs (10 minutes)
4. Review (5 minutes)

Massachusetts State and National Resources

EEOC (U.S. Equal Employment Opportunity Commission), Youth @ Work

The EEOC enforces the federal laws against job discrimination and harassment, including discrimination on the basis of race, color, religion, sex, national origin, pregnancy, disability, or age (over 40 years old).

U.S. Equal Employment Opportunity Commission
John F. Kennedy Federal Building
475 Government Center, Boston, MA 02203
(800) 669-4000 <http://www.eeoc.gov/youth>

Massachusetts Commission Against Discrimination (MCAD)

The Massachusetts Commission against Discrimination is the state's chief civil rights agency and works to eliminate discrimination on a variety of bases and areas, and strives to advance the civil rights of the people of the Commonwealth through law enforcement, outreach and training.

One Ashburton Place, Sixth Floor, Room 60, Boston, MA 02108
(617) 994-6000 <http://www.mass.gov/mcad/>

Boston Alliance of Gay, Lesbian, Bisexual, Transgender Youth (BAGLY)

A youth-led, adult-supported social support organization committed to social justice, and creating, sustaining and advocating for programs, policies, and services for GLBT youth 22 and under. Website provides a list of related resources and support groups throughout Massachusetts.

<http://www.bagly.org/network/>

Boston Area Rape Crisis Center

24-hour hotline: 1-800-841-8371
989 Commonwealth Avenue, Boston, MA 02215
617-492-8306 <http://www.barcc.org/>

Resources for Spanish Speakers:

Victim Rights Law Center

Tremont Street, Suite 220 Boston, MA 02108 Phone: (617) 399-6720 Fax: (617) 399-6722
www.victimrights.org

Llámanos y Háblemos

c/o The Rape Crisis Center of Central Massachusetts
799 West Boylston Street, Worcester, MA 01606
508-852-7600

The Network/La Red

Hotline/Línea de Crisis: 617-742-4911 (bilingual Hotline)

Workplace Scenario A: Abby's Story

Abby is 17 and has worked as a stock handler in a hardware store for 8 months. She recently asked her supervisor for a small raise.



She is one of the only female employees at the store and younger than most of the men who work there. Her male co-workers often call her “honey” or “sweetheart,” or joke about her doing “men’s work.” She keeps quiet about it because she wants to fit in and feels nervous about how they would react if she ever said something.

Since Abby asked for a raise, her supervisor has been behaving differently. Sometimes he blocks her way and gets very close when she tries to pass; other times he tells her she’s a “good worker” and rubs her back or shoulders. This makes Abby feel very anxious and some days she does not want to go to work.

One day, he pulls Abby into his office and tells her that she isn't due for a promotion yet. However, if she agrees to go out on a date with him, he could pull a few strings and get her a raise anyway.

Workplace Scenario B: Beth's Story

Beth, 16, works part-time early evenings as an office assistant. She takes over after the full-time assistant, Karen, leaves for the day. Beth and Karen share the same desk and computer.



Karen usually leaves work when Beth arrives, but lately has been staying in the office after her shift is over. She has been asking Beth about her personal life: Does she have a boyfriend? Has she ever thought about dating women? Karen told Beth she is “really pretty” and “her type.” Beth feels very uncomfortable and distracted, and has a hard time getting her work done when Karen hangs around the office.

Last week, Karen put rude pictures of women as the wallpaper on the computer they share. When Beth went to change the wallpaper, Karen told Beth to leave the computer settings the way they are, since she is the main office assistant and Beth is only part-time.

Karen also tried to give Beth a back massage and when Beth tried to stop her, Karen told her “she was too stressed out” and “should just relax.”

Workplace Scenario C: Kylie's Story

Kylie is 16-years-old and recently started a summer job at a hamburger/hotdog take-out restaurant. She works mostly with other teens, and her manager, Jason, is 23-years-old.



During her first week of work, Jason would sometimes wink or smile at Kylie, and she found it exciting to be noticed by someone attractive and older. Now, into Kylie's second week, Jason whistles at her when she arrives for her shift every day and regularly jokes that she must get a lot of dates with a mature body like hers. He also tells her that she should consider going on a date with *him* because "older guys are more experienced than high school boys."

Even though Kylie has no interest in dating Jason, and these comments make her uncomfortable, she has noticed him saying similar things to other female workers who go along with it, so she worries she is overreacting. Kylie is also afraid to say something because Jason is the manager, and she needs the work to save money over the summer.

Workplace Scenario D: Dave's Story

Dave is 17-years-old and works at a cell-phone retailer after school. He usually works with Kristen, the Assistant Manager of the store, and another female sales assistant. Kristen is often overly friendly to Dave, but has never made him feel uncomfortable before.



This changed the other day when Kristen asked Dave to lift her up by her waist to reach a product on the top shelf in the store. Dave politely refused because there was a step-stool nearby, and he felt the request was inappropriate. Kristen got upset when Dave said no and called him a “wimp.” She told him that he “shouldn’t disobey the manager.” The other female sales assistant overheard the conversation and laughed it off.

Dave feels very uncomfortable now because he doesn’t think that Kristen was joking about him disobeying her, even though he feels what she asked him was wrong.



You Be the Judge!

Group Activity: Analyzing Workplace Scenarios

Discuss and evaluate each workplace scenario with your group to answer the following questions. If you need to, refer back to the definitions and examples of sexual harassment provided in the lesson.

Workplace Scenario # 1

1. Is this sexual harassment? Yes No

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? _____

3. What behaviors tell you that it is or isn't sexual harassment? _____

4. a) Who is the harasser? _____ b) Who is the target? _____

5. What can or should the target do? _____

6. How would you feel if you were the target in this situation? _____

Workplace Scenario # 2

1. Is this sexual harassment? Yes No

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? _____

3. What behaviors tell you that it is or isn't sexual harassment? _____

4. a) Who is the harasser? _____ b) Who is the target? _____

5. What can or should the target do? _____

6. How would you feel if you were the target in this situation? _____

Workplace Scenario # 3

1. Is this sexual harassment? Yes No

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? _____

3. What behaviors tell you that it is or isn't sexual harassment? _____

4. a) Who is the harasser? _____ b) Who is the target? _____

5. What can or should the target do? _____

6. How would you feel if you were the target in this situation? _____

Workplace Scenario # 4

1. Is this sexual harassment? Yes No

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? _____

3. What behaviors tell you that it is or isn't sexual harassment? _____

4. a) Who is the harasser? _____ b) Who is the target? _____

5. What can or should the target do? _____

6. How would you feel if you were the target in this situation? _____

WORKPLACE SEXUAL HARASSMENT

What is sexual harassment in the workplace?

Unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature. It is considered harassment when:

- submission to the conduct is either explicitly or implicitly a term or condition of employment,
- submission to or rejection of such conduct is used as the basis for employment decisions, or
- the conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.*
- Unwelcome and unwanted sexual conduct that either happens repeatedly or is of serious nature (e.g. sexual assault)

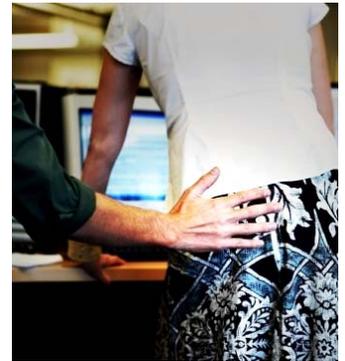
If you have been a victim of sexual harassment:

Tell someone.

Tell the harasser to stop. If you feel uncomfortable talking to your harasser, tell your supervisor. Tell a parent, teacher, co-workers or trusted adult for support. If you or your employer tell the harasser to stop and the behavior continues, inform your supervisor or contact a Human Resources representative at your employer.

Document the harassment.

Keep a written record of the incidents that occurred including the dates or times, what happened, other witnesses or co-workers that may have been present, and how it made you feel.



Report it.

Find out your employer's sexual harassment policy and identify who is responsible for handling complaints. If there is no policy, report it to a manager in the company for appropriate action. Once your employer knows harassment is occurring, it is their responsibility to stop it.

Act promptly.

You can also file a formal claim through EEOC or MCAD (see below) or contact the agencies for advice. There are time limits to filing a formal claim through the EEOC or MCAD. Taking action could prevent harassment from happening to others and make your workplace safer and more comfortable.

You have a right to file a complaint!

Sexual harassment is ILLEGAL. In Massachusetts you can file a complaint or receive more information at:

The United States Equal Employment
Opportunity Commission (EEOC)
John F. Kennedy Federal Building
475 Government Center, Boston, MA 02203
1-800-669-4000
www.eeoc.gov/

The Massachusetts Commission Against
Discrimination (MCAD)
Boston (617) 994-6000
Springfield (413) 739-2145
Worcester (508) 799-8010
New Bedford (508) 990-2390
www.mass.gov/mcad/

* United States Equal Employment Opportunity Commission (EEOC), 1980.

Kylie is 16-years-old and recently started a summer job at a hamburger/hot dog take-out restaurant. She works mostly with other teens, and her manager, Jason, is 23-years-old.



During her first week of work, Jason would sometimes wink or smile at Kylie, and she found it exciting to be noticed by someone attractive and older. Now, into Kylie's second week, Jason whistles at her when she arrives for her shift every day and regularly jokes that she must get a lot of dates with a mature body like hers. He also tells her that she should consider going on a date with him because "older guys are more experienced than high school boys."

Kylie has no interest in dating Jason, and these comments make her uncomfortable. But she has noticed him saying similar things to other female workers who go along with it, so she worries she is overreacting. Kylie is also afraid to say something because Jason is the manager, and she needs the work to save money over the summer.

Dave is 17-years-old and works at a cell-phone retailer after school. He usually works with Kristen, the Assistant Manager of the store, and another female sales assistant. Kristen is often overly friendly to Dave, but has never made him feel uncomfortable before.



This changed the other day when Kristen asked Dave to lift her up by her waist to reach a product on the top shelf in the store. Dave politely refused because there was a step-stool nearby, and he felt the request was inappropriate. Kristen got upset when Dave said no and called him a “wimp.” She told him that he “shouldn’t disobey the manager.” The other female sales assistant overheard the conversation and laughed it off.

Dave feels very uncomfortable now because he doesn’t think that Kristen was joking about disobeying her, even though he feels what she asked him was wrong.

What is sexual harassment?

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when this conduct explicitly or implicitly affects:

- An individual's employment,
- Unreasonably interferes with an individual's work performance, or
- Creates an intimidating, hostile, or offensive working environment. (EEOC)

In other words, workplace sexual harassment is...

Any unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature.

Sexual harassment is conduct that is:

- Unwanted
- Unwelcome
- Repeated

Sexual harassment can be:

- Visual
- Verbal
- Physical

Sexual Harassment

Harassers can be:

- Co-workers
- Supervisors
- People from outside the company (e.g., clients or customers)

Sexual harassment can happen to anyone and by anyone, including those of the same gender.

Effects of Sexual Harassment

Interferes with job performance

- Avoid going to work, call in sick, be late, or want to quit
- May create a hostile work environment

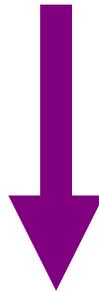
Causes emotional distress

- Feelings of confusion, anger, stress, anxiety, fear that the behavior will continue
- Feelings of loss of control over life, drop in self-esteem
- Feelings of blame, and/or feeling responsible for the harassment

Negatively affects academic/school performance

Types of Sexual Harassment

Quid Pro Quo



means

This for That

This usually involves a

- supervisor,
- employer, or
- co-worker

who **uses threats or promises rewards in exchange for sexual favors.**

Quid Pro Quo Examples

Examples of Threats

- Getting fired
- Getting a bad evaluation
- Not getting a raise or promotion
- Being excluded from a group
- Not getting a preferred work schedule
- Reduced work hours

Examples of Rewards

- Getting hired
- Getting a promotion
- Getting a raise or other special treatment
- Getting a preferred work schedule
- Being included as part of a group
- Getting a better grade or review on an evaluation

Types of Sexual Harassment

Hostile Work Environment

It is caused by
**repeated actions,
comments, or
objects**
that create an
**intimidating,
hostile, or
offensive work environment.**

The behavior does not have to be repeated to be considered sexual harassment if it is a severe incident.

Hostile Work Environment Examples

- Regular use of sexually offensive language
- Sexual jokes
- Sexual gestures
- Sexual pictures or graphic calendars
- Lewd notes
- Sexual graffiti
- Screen saver with nude or scantily clad bodies
- Emails with sexual jokes, pictures, or comments
- One incident of sexual assault

Sexual Harassment

Flirting vs. Sexual Harassment

What Flirting Feels Like

- Silly, good-natured, playful
- Feels nice to be noticed, boosts self-esteem
- I feel attracted to this person
- Exciting, feels good
- I feel in control, it is wanted, it is mutual

What Sexual Harassment Feels Like

- Threatening, scary
- Uncomfortable, uneasy, embarrassing
- I can't believe this just happened
- Disgusting or demeaning, feels bad
- Other person seems in control, it is unwanted, not mutual

Sexual Harassment Examples

Visual	Verbal	Physical
<ul style="list-style-type: none"> • Posting pictures of nude or scantily clad people • Passing notes with lewd drawings • Hanging a calendar with nude pictures • Drawings of a sexual nature in bathrooms or locker rooms, especially when targeting a specific person • Wearing a t-shirt with sexually explicit pictures or graphics 	<ul style="list-style-type: none"> • Calling someone degrading names of a sexual nature • Spreading sexual rumors, making fun of a person's sexual orientation • Commenting on someone's sexual abilities, body parts or clothing • Telling or emailing jokes of a sexual nature • Howling, catcalling or whistling 	<ul style="list-style-type: none"> • Making lewd gestures (licking lips suggestively, gyrating hips, etc.) • Following someone or blocking his or her way so a person can't get away • Unwanted grabbing pinching, kissing, or pressing up against someone • Exposing private body parts • Pulling off clothing, flipping up skirts, bra snapping

What can you do?

If you are a victim of sexual harassment, you can do the following:

Tell someone.

Document the harassment.

Report it.

Act promptly.

What can you do?

Tell Someone

Multiple people may be able to help stop the harassment:

- Tell the harasser to stop.
- Tell your supervisor, If you feel uncomfortable talking to your harasser.
- Inform your employer, if you or your supervisor tells the harasser to stop and the behavior continues.
- Tell a parent, teacher, co-workers or trusted adult for support.

What can you do?

Document the Harassment

Keep a written record of the incident(s) that occurred, including:

- What happened;
- When did it happen (dates and times);
- Where did it occur;
- Other witnesses or co-workers that may have been present;
- How it made you feel.

What can you do?

Report it

Find out your employer's sexual harassment policy and identify who is responsible for handling complaints.

- If there is no policy, report it to a manager in the company for appropriate action.
- Once your employer knows harassment is occurring, it is their responsibility to stop it.

What can you do?

Act promptly

You can also file a formal claim through EEOC or MCAD. This could prevent harassment from happening to others and make your workplace safer and more comfortable for you.

There are time limits for filing these claims:

- MCAD-300 days from the last incident
- EEOC-180 (or more) from the last incident

It is always best to file as soon as you decide that is what you want to do.

Sexual Harassment Laws

Federal Law

1964 Civil Rights Act Title VII

SEC. 2000e-2: Prohibits employer discrimination on the basis of race, color, religion, sex, or national origin. This includes sexual harassment, which targets one sex only.

SEC. 2000e-3: Protects you from further discrimination or retaliation if you file a complaint or participate in an investigation or lawsuit about discrimination.

Sexual Harassment Laws

Massachusetts State Laws

Chapter 151B

Section 3A:

- (a) employers must “promote a workplace free of sexual harassment”
- (b) mandates employers to adopt a policy against sexual harassment and provide copies of the policy to all employees; encourages an education and training program for employees

Section 4: It is unlawful to discriminate because of race, color, religion, national origin, ancestry, sex, sexual orientation, or gender identity.

Sexual Harassment Laws

Massachusetts State Laws

Executive Order 491

The policy in MA to have zero tolerance for sexual assault (domestic violence, or stalking) at any place, including the workplace.

Section IV, Unit 16

Work Evaluations

Objective: Students will gain knowledge regarding the importance of work evaluations as means for professional development.

Instruction: Students will read an overview addressing the topic of work evaluations as a class.

Activity: Students will pair off in groups of 4, review, and rate the work habits of employees in 4 different work scenarios, including suggestions for improvement in the comments section if needed. Due to the subjectivity of most evaluations, the instructor will need to reinforce the need for written comment to justify ratings, especially if the rating is poor. Findings and suggestions for improvement will be discussed as a class.

Final thought for class discussion – Do you think workplace supervisors have a difficult job when it comes to the employee evaluation process? Why?

Materials Needed:

- Career Visions OJT Evaluation – 4 copies for each student
- Work Scenarios Handout – 4 Scenarios

More in depth case studies available via the following web resource: <https://downloads.hrdpressonline.com/files/3420080326141835.pdf>

Section IV, Unit 16

Work Evaluations

Overview of the Evaluation Process

Most companies conduct formal evaluations of every employee at least once a year. As a Career Visions TPP Student Worker, you will receive monthly performance evaluations while in training.

At such times, each employee meets individually with his or her supervisor, and the supervisor reviews and discusses each employee's job performance. The supervisor often prepares and presents a written evaluation to the employee, and a copy of the evaluation is kept in the employee's personnel file.

Evaluation meetings are valuable to employees for receiving feedback, but sometimes they can be terribly uncomfortable for both the employee and supervisor. Employees who feel less than confident and positive about their work performance often dread the experience, and supervisors certainly never enjoy giving an employee a poor report. But employees who feel confident they have done good work will find the evaluation process enjoyable. After all, the meeting provides a rare opportunity for positive feedback and praise for a job well done. And nothing beats receiving recognition and praise.

It's rare, however, for an employee to get perfect marks across the board. Most employees have at least one or two areas in need of improvement, and employees usually have a fairly good sense of what areas could be improved. But for some, it can come as a shock. Perceptions can and do vary, but it's the supervisor's perception that counts!

Purpose of Evaluations

The evaluation process serves a number of important purposes for both employees and supervisors. Evaluations provide employees:

- feedback on their work quality;
- feedback on their overall work performance;
- feedback on their work behavior;
- feedback on customer comments received;
- feedback on strengths and weaknesses;
- an opportunity to gain insights into the supervisor's perceptions of work performance;

and opportunity to become aware of the supervisor's concerns;
an opportunity to learn what the supervisor views as important to
be successful at the company; and
an opportunity to learn how to improve and enhance performance.

Employee evaluations provide supervisors the opportunity to:

provide feedback to employees;
critique employees' work performance;
recognize employees' achievements and accomplishments;
recognize contributions employees' have made to the company;
recognize measurable progress or improvements made in
employees' performance;
identify employees' work strengths and weaknesses; and
provide employees with guidance and suggestions for improvement.

What Supervisors Evaluate

Although the scope and format of evaluations vary widely among companies,
supervisors commonly evaluate and rate employees' performance in the following
areas:

work quality
work performance
work output
work attitude
work behavior
customer satisfaction

Supervisors also evaluate how well or appropriately employees:

present themselves (in both manner and appearance);
accept criticism;
follow instructions and directions;
get along with fellow workers and management;
follow procedures and policies; and
demonstrate interest in, and commitment to, the company.

Evaluation formats also vary widely. Some companies use a standard company form with rating scales, while other companies provide employees with written evaluations in narrative form. Regardless of the format used, almost all company supervisors evaluate employees on the performance areas noted above.

Responding to the Evaluation

Whether you'll be smiling or frowning following an evaluation meeting will naturally depend on how well you rated. If you leave wearing a smile, congratulations! If you leave wearing a frown, you must realize how important it is to know how your work is rated in every area evaluated.

Even if the news is disappointing, you'll be far better off knowing it than not knowing it. Knowing where you stand, and how you need to improve, provides the best possible chance for success. It's often uncomfortable and difficult for most supervisors to point out employees' weaknesses, but supervisors who point them out do their employees a big favor. They provide employees with an opportunity and chance to make changes and be successful. Again, it's much better to know than to be left in the dark. You'll know clearly where you stand and what you need to do. But you won't need to worry -- you'll no doubt leave the evaluation meeting wearing a smile!

Appealing an Evaluation

If you receive a low rating on an evaluation, and you feel certain it was made in error, politely and calmly discuss it with the supervisor. If you feel the rating was made in error, or perhaps due to an oversight, it may be possible to submit a written letter of explanation. Check with your employee handbook or the Personnel Office for information and instructions.

In the letter, clearly note the evaluation item in question and explain what circumstances may have been overlooked and why you feel the evaluation rating may be in error. Did the supervisor lack important information needed? Were there circumstances the supervisor was unaware of when completing the evaluation?

Even if the evaluation remains unchanged, your letter of explanation will be attached in your file.

Web resource: http://spot.pcc.edu/~rjacobs/career/employee_evaluations.htm

Case Studies – Employee Performance

Scenario # 1

Mary, an employee at Zumiez , has been working consistently for the past year and is due for an evaluation. Mary sometimes shows up 10-15 mins late for work but always notifies her supervisor in such cases. While at work, she remains self directed, and often finishes tasks with little or no direction. Hygiene is not a problem. Mary comes to work clean, dressed in appropriate attire, and well groomed. Mary prefers to work alone, and sometimes has trouble staying focused when tasked in a group setting.

Scenario # 2

Juan has held his position at Target for almost 6 months. He is usually reliable and stays focused during scheduled work hours. During the past 8 weeks however, he has called out on three separate occasions, citing family emergency. Dress and grooming are appropriate although he often forgets to wear a belt, causing his pants to sag below his uniform Target vest. Juan's friends stop by and hang out for an hour or more on occasion causing him to become distracted. His customer service skills are exceptional although he prefers to work in the stockroom whenever possible.

Scenario # 3

Jaide landed a job at Pottery Barn through the Career Visions program 8 weeks ago and is due for her first evaluation. She is pleasant to work with and very outgoing, but tends to gossip whenever possible. Although personal hygiene is acceptable, she often reports to work wearing a uniform that is wrinkled and dirty in appearance. When given instruction for a task Jaide tends to get excited and attempt to start the task before her supervisor has a chance to check for understanding. This often leads to mistakes which must be corrected before her shift ends. Punctuality and attendance are exceptional. Jaide has never missed a shift and always reports to work 10-15 minutes early.

Scenario # 4

Robert is excited to have landed his first job at Hot Topic with Career Visions. A reliable employee for more than 10 months now, Robert maintains consistent

attendance although he is sometimes 5 -10 minutes late for his 5pm shift, citing the City's unreliable bus system. While at work, Robert is focused and relates well to customers. His attire is appropriate although he sometimes reports to work looking as if he hasn't showered in days and smelling the same. Although he gets his work done, Robert has a hard time not looking at his cell phone while in the presence of customers. When finished a task, he often develops a blank stare and needs prompting and direction by a supervisor to move on to another project.

Career Visions OJT Employee Evaluation

Student: _____

Supervisor: _____

Work Site: _____

Date: _____

5-Meets Expectations 4-Satisfactory Progress 2-Needs Improvement

Please be honest, it helps to provide a realistic experience.

General Work Habits	Ratings		
Maintains dependable attendance	5	4	2
Reports to work on time	5	4	2
Grooming/clothing is appropriate	5	4	2
Carries out tasks without prompting	5	4	2
Works steadily for entire work period	5	4	2
Works with minimal supervision	5	4	2
Adapts to variety and change	5	4	2
Self-confident in new tasks	5	4	2
Uses time effectively	5	4	2
Maintains effort despite obstacles	5	4	2
Recognizes and corrects mistakes	5	4	2
Responds positively to assignments	5	4	2
Response to Supervisor			
Conforms to rules and regulations	5	4	2
Listens attentively to instructions	5	4	2
Requests help in an appropriate manner	5	4	2
Social Skills			
Expresses likes and dislikes appropriately	5	4	2
Accepts responsibility for own actions	5	4	2
Discusses concerns with supervisor appropriately	5	4	2
Expresses self clearly using proper grammar	5	4	2
Displays self-confidence in social interactions	5	4	2

Total: _____

Overall Rating:

_____ 100-85 Meets Expectations

_____ 84-70 Satisfactory Progress

_____ 69-below Needs Improvement

Comments: _____

Supervisor's Signature: _____

Employee's Signature: _____

Section IV, Unit 17

Ethics, Personal Use of Company Equipment

A whole host of problems can arise when employees use business equipment for personal purposes.

Objective: Students will gain knowledge regarding the misuse of company equipment for personal gain.

Instruction: Students will read an overview addressing the topic as a class.

Activity: Students will pair off, read, and discuss 2 work scenarios regarding the use of company property. Findings and suggestions for improvement will be discussed as a class.

Web Resource:

<http://www.bizfilings.com/toolkit/sbg/office-hr/managing-the-workplace/personal-use-of-business-equipment-policies.aspx>

Ethics, Personal Use of Company Equipment

Every business involves the use of some sort of equipment which employees need to do their job, and this equipment is generally provided by the business. While some personal use of business equipment is realistically to be expected, problems can arise when the personal use is excessive.

Problems that can arise in the personal use of equipment that belongs to the business, such as computers, tools, or vehicles, include:

- broken equipment, which may cause disputes over who is responsible for repair
- lost productivity, as employees use work time for personal tasks involving business equipment
- premature wear and maintenance on the equipment
- morale problems if certain personal use habits are suddenly curtailed or if only some employees are allowed to use the equipment

No matter what your company's policy is or how much they try to control it, employees will probably use equipment from time to time for personal purposes.

Employers usually allow a reasonable amount of slack, but create and enforce rules to make sure that the personal use doesn't get excessive.

For example, for many businesses, employees use computers for the most important aspects of their work. So, what happens when employees begin doing personal business on these machines?

Personal use of equipment that doesn't interfere with work is one thing, but what about situations where the employee plays games on the computer (or does some other kind of personal business) during work time? Company equipment and employee habits will guide your company's handling of personal use situations. Managers have a responsibility to ensure policy with regard to use of company property and what is allowed or prohibited is clearly communicated to all employees and is consistently enforced.

Sample Policy for the Personal Use of Business Equipment

The type of policy your company creates to regulate the personal use of business equipment will depend on the type of business operated and the equipment used in the business. For example, if the equipment in question is a vehicle, then there is a

different set of ramifications to think about, including employer liability if a person is injured or property is damaged when an employee is using a business vehicle.

Another example is controlling the use of work computers. For example, your company's policy regarding the personal use of business computers could state that:

- Email and other computer files provided by the company are to be used for business purposes only.
- Use of computer facilities for personal reasons is strictly prohibited (or, personal use may be permitted subject to approval).
- All computer passwords and codes must be available to the company at all times.
- No employee may add unauthorized or pirated software or files to any machine owned by the business.
- Employees may not use computer files or software brought from home or other sources on the business computer (to avoid viruses).
- The company reserves the right to enter, search, and monitor the computer files or email of any employee, without advance notice, for business purposes such as investigating theft, disclosure of confidential business or proprietary information, or personal abuse of the system, or monitoring work flow or productivity.
- Software or other business information on the computer should not be copied and taken from the business premises without permission.

Controlling Excessive Personal Use of Equipment

Sometimes the usage of certain company equipment in and of itself is not an issue, rather it's the work time that the use wastes.

Handling Excessive Personal Calls and Texts

Due to the popularity of cell phones, and if there's a telephone on or near your desk or workstation, personal texts and calls during business hours will be made and received. However, it's important that employers keep a handle on phone abuse

because it results in lost productivity and in some cases, the inability of customers to reach your business.

So how do employers control excessive phone usage? This can be a tough issue to handle. Employers don't want to make it impossible for employees to use the phone if they must (as in the case of an emergency). Some telephone service providers can selectively block calls to certain area codes and exchanges. Employers can also place all phones in locations where you can see and hear the speaker, as a way of discouraging personal calls.

Personal long-distance calls can be controlled by tracking the bills and making sure that all the calls are to cities and companies related to business.

Another possible strategy used by employers may be to ask the phone company to itemize the phone bills by extension.

Employers recognize that it's even harder to control local calls or calls and texts made on cell phones, but they may make rounds to check for compliance or have other employees report excessive abuse.

Sample strategies employed if personal phone usage becomes an issue. If it comes to your company's attention that you or another employee are spending too much time on personal phone calls or texts your supervisor may take the following action:

- Take the employee aside to discuss the matter privately.
- Explain what was witnessed — (20 minute conversation to employee's friend last Friday).
- Explain why it concerns the company (work is falling behind, customers can't get through, other employees can't concentrate).
- Listen to any explanation that the employee might give (maybe the friend is suicidal — you never know) and allow for flexibility or a possible accommodation or solution.
- Ask the employee to limit calls to break time or lunch time and to keep them to a maximum of 10 minutes (or whatever length you choose) unless it's an emergency.
- Be sure that the employee understands that the discussion is not a personal attack.

- Assure the employee that others will be held to the same standard of personal phone usage conduct.
- Thank the employee for future cooperation
- Be sure to hold other employees to the same standard.

Activity: Read the following examples of personal use of company property. As Mark and Victoria's direct supervisor, what would be your course of action?

Scenario # 1

Mark uses the computer in the course of performing his job duties. Every so often, Mark will use his break time to play games on the computer. You've never seen him playing computer games on company time, and it doesn't seem to be affecting his work or the work of other employees. Do you tell Mark to stop?

Scenario # 2

Victoria is a good employee. The office atmosphere is pretty relaxed, and she fits right in. While looking over the monthly summary of copies made, you notice that under Victoria's assigned code there is a large volume of copies that have been made and not charged to any clients. You discover that Victoria has been running off copies of minutes and letters for her condo association. How should you handle this situation?

Instructor Notes

Scenario # 1

Mark uses the computer in the course of performing his job duties. Every so often, Mark will use his break time to play games on the computer. You've never seen him playing computer games on company time, and it doesn't seem to be affecting his work or the work of other employees. Do you tell Mark to stop?

Asking him to stop is probably the wrong approach. Work rules that get too restrictive tend to have more of a negative effect than a positive one. If Mark is doing it on his own break time and he's not bothering other employees or tying up the computer, there's probably no harm in allowing him to do it. However, you might want to make a mental note to speak to Mark about it if the game playing gets excessive.

And if you do ask him to stop, be sure that all other employees who may be playing computer games on break time are also asked to stop as well.

The better path to take is to let it slide. If Mark is a good employee who always gets his work done, so long as his break time games don't disturb other employees, tie up computer resources or get excessive, allowing him to play games on his break time shouldn't cause any problems. Be sure to cut other employees in the same situation the same slack though, in the interest of fairness and consistency.

Scenario # 2

Victoria is a good employee. The office atmosphere is pretty relaxed, and she fits right in. While looking over the monthly summary of copies made, you notice that under Victoria's assigned code there is a large volume of copies that have been made and not charged to any clients. You discover that Victoria has been running off copies of minutes and letters for her condo association. How should you handle this situation?

Asking Victoria to stop is probably the best way to handle the situation. While making a few personal copies here and there may be harmless enough, because Victoria is using this equipment during working time on a regular basis, you are experiencing a loss of productivity. You may also be sending a message to other employees that personal use of equipment during work time is OK. Is this the message you want to send?

And although the cost of copies may not seem like a big deal, the paper costs for copy machines can add up, and the maintenance of these machines, in particular, is

also related to usage. Tying up a copy machine so that other employees can't make copies for clients or customers can also be a problem.

The exchange with Victoria doesn't have to be formal or adversarial, but be sure to stress to her that the copy machine is to be used only for business purposes. Be sure that all employees are held to the same rules. If appropriate, post a notice near the copy machine indicating that it is for business use only.



CTAE

Social Media and Communication

UNIT 3.9:

CTAE-FS-3.9

Section IV, Unit 18

INTRODUCTION

Annotation:

This lesson provides instruction on the proper use of social media and communications. E-mail, social networking Web sites, blogs, discussion boards, text messaging and instant messaging will be taught. Social media and communication has led to an increasingly informal business environment; however, a certain degree of professionalism is still expected in the workplace, including electronic messages. Activities emphasize the importance of protecting a person's reputation online and exhibit professionalism and ethical behavior in the workplace. Following this lesson, students will be able to write a professional, acceptable e-mail for the electronic age.

Special Note: The attached PowerPoint covers all lessons in this unit plan and may be used by itself or in conjunction with this unit plan.

Grade(s):

X	6 th
X	7 th
X	8 th

X	9 th
X	10 th
X	11 th
X	12 th

All support materials for these lesson plans can be found on your Career Visions Workforce Prep flashdrive - Section 4 in the folder labeled 'Other Resources.'

Time:

6- 50-Minute class periods

Author:

Dallas Duncan, Christy Bryan, and Dr. Frank B. Flanders

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Academic Standards:

- ACCT-IGD-5** **Students will demonstrate interpersonal and employability skills required for employability and job retention in the work place.**
a. Demonstrate professional customer relations skills and organizational skills.
d. Demonstrate interview, application, and resume writing skills necessary for job attainment.
- BCS-CMW-3** **Students will examine the professional and ethical issues involved in the use of computer technology**
e. Determine the reliability of information posted on the Internet.
f. Explain ethics issues involving security, privacy, intellectual property, and licensing.
- BCS-AWD-2** **Students will examine ethical and legal issues related to web development.**
a. Discuss and develop strategies for handling privacy issues.
b. Distinguish between legal and ethical issues.
 Discuss appropriate and inappropriate content on sites such as Facebook and My Space.

GPS Focus Standards:

- CTAE – FS – 3** **Communications: Learners use various communication skills in expressing and interpreting information.**
- CTAE – FS – 5** **Information and Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit and communicate**

GPS Academic Standards:

- ELA10W1** **The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.**

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the forms of social media and communication, e-mail, social networking, text messaging, blogs and discussion boards, and how they affect the lives of people who use them. All electronic forms of communication are not private and can remain in place to be viewed by everyone, including parents and employers.

Essential Questions:

- Why is e-mail etiquette important when writing or responding to an e-mail?
- How can social networking help or hurt a person's reputation?
- Why is it important to be careful what you say in a text or instant message?

- How are discussion boards and blogs forms of social media and communication?
- Are there rules and consequences associated with social media and communication?
- How can businesses use social media for their benefit?

Knowledge from this Unit:

- Students will be able to write a professional e-mail.
- Students will evaluate the pros and cons of social networking.
- Students will be able to explain the importance of inflection, and how the lack of inflection in social media and communication affects a message's meaning.
- Students will be able to explain why it is important to review the content of their post before putting on the internet.
- Students will be able to define and discuss vocabulary associated with social media and communication.

Skills from this Unit:

- Students will analyze social media and communication to determine its appropriateness.
- Students will communicate through e-mail, social networking sites, text and instant messaging, blogs and discussion boards in a business-appropriate manner.

ASSESSMENTS

Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses

- ___ Chart good reading/writing/listening/speaking habits
- __X_ Application of skills to real-life situations/scenarios
- ___ X Post-test

Assessment Attachments and / or Directions:

- Exam on Social Media and Communication
- Unit Vocabulary Glossary
- Social Media Word Scramble Part 1
- Social Media Word Scramble Part 2
- Social Media Crossword Puzzle

 **LESSON PLANS**

Instructional planning:

• **LESSON 1: E-mail Etiquette**

1. Review Essential Question(s). Post Essential Questions in the classroom.
 - Why is e-mail etiquette important when writing or responding to an e-mail?
2. Identify and review the unit vocabulary. Terms may be posted on word wall.

Attachments	Inflection	Social Networking
Blog	Instant Messaging	Social Norms
Cyber Bullying	Search Engine Optimization	Spam
E-mail	Sexting	Tagline
Emoticon	Signature	Texting
Flaming	Snail Mail	Threads

3. Interest approach – Mental set

Lead a discussion by asking the students:

 - What is e-mailing?
 - How many of you use e-mail?
 - Why are e-mails important?
 - What is e-mail etiquette?
 - Why is it important to have good e-mail etiquette?
 - What makes an e-mail different from snail mail?
4. What are some important elements to consider when writing an e-mail?
 - How should a business e-mail be formatted?
 - Keep e-mails **brief** and to the point
 - Use **proper grammar** in the same way you would in a letter.
 - o Writing in all capital letters is a way to “yell” in an e-mail.
 - o Inserting an emoticon, such as a smiley face, ☺, generally denotes humor, but remember that not all people use or understand emoticons.

- Does **humor** have a place in a business e-mail? Can it be misinterpreted?
- **Write a salutation** or greeting for each e-mail unless you have exchanged several e-mails with the recipient on one particular subject.
- **Subject lines** should be meaningful. Make sure that the recipient can tell what the e-mail is about when they receive it.
- Consider your audience — who will be reading the e-mail?
- Can I send attachments?
- What is flaming?
 - Definition: a virtual term for venting emotion or sending inflammatory e-mails.
 - Examples of flaming:
 - Inappropriate: “This project really sucks and I cannot believe that he is making us do this. I’m sick and tired of all these dumb assignments. He needs to get a life!!!”
 - Appropriate: “This assignment came at a tough time. I wasn’t expecting so much work. I can’t wait till the end of the semester.”
- Respond to e-mails in a timely manner.
- Don’t overdo signatures and taglines.
 - Ask students to denote the difference between the two.
 - Example of Signature:
Alex Wright
Public Relations Coordinator, B&B Communications
445 Main Street
Augusta, Georgia 30909
AWright@B&B.com
(706) 794-9045
 - Example of Tagline:
 - Company Motto—“We love to see you smile”
 - Inspirational Quote: “Ask not what your country can do for you, but what you can do for your country” –John F. Kennedy
- Don’t let a signature overpower an e-mail. Signatures should not be longer than your e-mail.
 - Be careful that your tagline is not offensive to anyone.
- Ask students what would offend them in a tagline.
 - Racial references
 - Religious references
 - Rude or offensive quotes
 - Crude song lyrics
 - Have students write a signature and tagline for a business using a table similar to the one below. They can make up the business or the teacher can assign one to each student.

Signature Components		Taglines	
Name		Company Motto	
Title			
Street Address		Inspirational Quote	
City, State, Zip Code			
E-mail Address		Other Tagline	
Phone Number			

5. Editing an Email

- Ask students why editing is important.
- It is important to make sure the e-mail gets its message across clearly.
- Poor grammar can reflect badly on the writer.

- E-mails can first be typed in a document program such as Microsoft Word, making them easier to edit, and then can be copied and pasted into the e-mail screen.
- Have students complete the “E-mail Etiquette Activity.” This can be done on a computer or on printed copies of the e-mails. Have students rank the e-mails best to worst and critique each one.
 - See attached supplementary files.

4. Summary: Things to Remember:

- Be careful with humor and sarcasm.
- Be brief.
- Don’t overdo signatures.
- Include all information in the e-mail
- Use internet slang and acronyms minimally
- Don’t be too informal
- Don’t use all caps when typing

• **LESSON 3: Texting and Instant Messaging**

1. Review Essential Questions. Post Essential Questions in the classroom.

- Why is it important to be careful what you say in a text or instant message?

2. Lead discussion on texting and instant messaging.

- What are the differences between texting and instant messaging?
- How many of you text?
- How many of you instant message?
- Why do you use texting and instant messaging?
- What are the Pros and Cons of texting and instant messaging?

Pros of Instant Messaging:	Cons of Instant Messaging:
Example: Tell people something when they can’t talk	Example: Sometimes things don’t come out right
Can ask a quick question instead of having an entire conversation	Not everyone has the service; some cost money
Mass information alert	Could send a text to the wrong person
Etc (Have students come up with more)	Can get you in trouble

3. Is grammar important in texting and instant messaging?

- Lead a discussion in grammar in texting and instant messaging.
- Do you use abbreviations?
- What are some of the abbreviations you use?
 - Examples: LOL, JK, BRB, TTYL

4. What happens once you send a message?

- Can you take it back?
- Let students give examples of when they have sent something and couldn’t get it back.

- Things are often sent and regretted the moment after. Never text or instant message in anger.
 - Can text messages be recovered later?
 - Yes, they can—text messages are being used more and more as proof of affairs in divorce cases.
 - Have students brainstorm on ways text messages can get people in trouble.
5. What is inflection?
- Definition: modulation of the voice; change in pitch or tone of voice.
 - How can inflection change the meaning of a face-to-face conversation and an electronic message?
 - Say the following sentences aloud, emphasizing the words in all-caps. After each sentence, ask students what emotion you are conveying.
 - Scenario: Students are walking into a classroom and you see a boy named Buddy in your seat. You say:
 - Buddy, you're in MY seat. (Angry)
 - BUDDY, you're in MY seat. (Whiny)
 - BUDDY, you're in my seat. (Sound angry, but use body language to show you're joking)
 - Scenario: A college football coach has been asked if he has any intention of accepting a new job offer. He says:
 - My wife and I like it here; we are not LOOKING to go anywhere. (Sound as if you might accept an offer if it was good enough)
 - My wife and I like it here; we are NOT looking to go anywhere. (Sound like you have every intention of staying put)
 - My wife and I like it here; we are not looking to go ANYWHERE. (Sound emphatic and serious)
 - Write the two different sentences on the board without any emphases. Ask students how Buddy or a reporter is supposed to know your emotion if you sent him that sentence in a text message.
 - Is voice inflection important in social media and communication?
 - Can people tell what you mean? How you mean it?
 - Let students give examples:
 - Face-to-Face Inflection
 - Body Language
 - Changing voice changes the meaning — tone and volume
 - Etc. (Have students list more)
 - Electronic Inflection
 - Writing something in ALL CAPS
 - Putting several punctuations behind something (!!!!)
 - Etc. (Have students list more)
6. What is “Sexting”? Lead a brief discussion.
- Can you get in trouble for this?
 - Examples: Sexting can be considered a criminal offense.
7. Summary:
- Lead students in summarizing.
 - Talk about not being able to take back what you said once you send it.
 - Grammar and inflection.
 - Criminal offenses for sexting.

• LESSON 4: Blogs and Discussion Boards

1. Review Essential Questions. Post Essential Questions in the classroom.
 - How are discussion board and blogs forms of social media and communication?
2. Lead a discussion.
 - What is a blog?
 - Definition: A Web site that displays in chronological order the postings by one or more individuals and usually has links to comments on specific postings.
 - What does it mean to blog?
 - Definition: To write entries in, add material to, or maintain a weblog
 - What is a discussion board?
 - Definition: an Internet-based forum for an interest group
 - Also called
 - Bulletin Board
 - Message Board
 - Interactive Message Board
 - What are threads?
 - Definition: a series of newsgroup messages dealing with the same subject.
3. Why have a blog or a discussion board?
 - Do any of you have a blog or use a discussion board?
 - What do you blog about or write on your discussion board?
4. What types of blogs and discussion boards are there?
 - Example:
 - Class Discussion Boards
 - Student's personal blog
5. Once you write on a discussion board or blog can you take it off?
 - Examples of things that have happened
 - Student complained about a teacher on a class discussion board. The teacher can read the discussion board too and the student cannot remove the comment.
 - Discuss with students that once you write on a discussion board or blog that the information is there forever and can be viewed by anyone.
6. Summary:
 - What are some things we should know about?
 - What are some precautions people should be aware of when blogging or posting on a discussion board?

• Lesson 5: Ethics of Social Media and Communication

1. Review Essential Questions. Post Essential Questions in the classroom.
 - Are there rules and consequences associated with social media and communication?
2. Lead a discussion about ethics in social media and communication. Ask students to answer the following.
 - Do you know of anyone who has gotten in trouble for using social networking sites at work?
 - Should social networking sites be used at work or on the boss's time?

- If a company pays for you to have internet and a cell phone, should you use them to send non-work related communication?
 - Is it okay to post, blog, or discuss on a discussion board anything regarding work-related drama at your company?
3. Hand out the **Social Media and Communication Guidelines** worksheet. Ask students to think about all the do's and don'ts they have learned in this unit and create a list of 10 to share with their classmates. The guidelines do not have to be specific ones stated in the lesson.
- See attached supplementary files.

4. Privacy Online

- Lead a discussion about online information. Start by asking, "How would you feel if a prospective employer Googled you, and incorrect information popped up before information about the 'real' you?"
 - Ask students to list some examples of incorrect information that could come up on a Google search.
 - Prison records and other employment, especially if you have a common name
 - Information about a location if your name is that of a city or state
- Have students Google themselves to see what information comes up.
 - Have them find one example of information that is actually about them, and see what search page it is on
 - Also have students create a list of the top five links on the search and explain why the information is correct or incorrect
- Ask students to define "social norms."
 - How can online postings violate social norms?
 - What impact can this have on your reputation?
 - Ask students to give an example of someone who is acting outside of social norms.
 - Being in a serious, committed relationship, but simultaneously dating other people
 - Wearing black to a wedding or white to a funeral
- Ask students if they have heard of search engine optimization, or SEO.
 - Explain to students that SEO determines what information comes up about you on a search engine like Google.
 - Discuss ways SEO can be maximized:
 - Linking your profile information to other Web sites
 - Create profiles on as many social networking sites as you can
 - Use your first and last name, and middle initial if your name is common
 - Put your name in the title of any personal Web site or blog
- Lead a discussion about privacy online.
 - How can privacy be controlled?
 - Profile settings: photos, messages, information
 - Why should privacy be controlled?
 - What are some privacy control guidelines?
 - Even if you have privacy settings, can people still view your profiles?

5. Do's and Don'ts of Social Media

- Ask students for some specific ideas. Have a student write the list on the board.
- If the students don't suggest them, discuss the following do's and don'ts.

Do's of Social Media:	Don'ts of Social Media:
DO check your friends' links	DON'T post anything in anger: "Post in haste, repent in

	leisure”
DO assume that whatever you post will be seen by everyone	DON’T put your social media accounts on your resume unless they are directly related
DO be careful in how you “joke” about things online	DON’T put inappropriate things in your “About Me” or “Info” sections in profiles
DO post appropriate photos that won’t get you in trouble	DON’T use questionable names or ones that imply something, like “bedroomeyes”
DO adjust Web site privacy settings to suit your needs	DON’T write anything bad about your job...unless you want to lose it
	DON’T post inappropriate photos of you or your friends
	DON’T list personal contact information on your profiles—predators and spammers are online too

6. Summary:

- After hearing each others’ guidelines, ask students to list the most important points of ethics in social media and communication.

• **Lesson 6: How Social Media Benefits Businesses**

1. Review Essential Questions. Post Essential Questions in the classroom.

- How can businesses use social media to their benefit?

2. Lead a discussion about advertising using social media.

- Ask students what social networking sites allow businesses to advertise.
 - Facebook: Groups and Fan Pages
 - Twitter: Create a Twitter account for your company
 - YouTube: Upload commercials on a company “channel”
 - Blogs: Write entries about new products and promotions
- Ask students what benefits advertising can have for businesses.
 - On most sites, except for some blog sites, creating business pages and accounts is a free service.

3. Ask students to list other benefits social media can have for businesses.

- Once students have created their list of benefits, share these with your students:
 - Able to research consumers who post things on Web sites
 - Consumers can post both good and bad reviews of a company or product
 - Example: “This MP3 player is garbage” or “This MP3 player is the best invention ever”
 - Businesses can see what their competitors are doing by looking at their sites
 - The number of links your sites have means the higher your business will show on an online search
 - Using LinkedIn and professional sites is an easy, free way to find employees

4. Summary:

- Social media has many benefits for businesses—

- Free advertising
- Easy-to-use
- Scoping out competitors, consumers, and employees

• **ATTACHMENTS FOR LESSON PLANS**

- E-mail Critique Activity (Paper Version)
- E-mail Critique Activity (Electronic Version)
- Social Media Collage Activity
- Social Media and Communications Guidelines Worksheet

• **NOTES & REFLECTION:**

The teacher should point out that this technology is evolving rapidly. It is important even for middle and high school students to protect their online reputations and think about how it may affect their future.

 **CULMINATING PERFORMANCE TASK**

Culminating Unit Performance Task Title:

Social Media and Communications PowerPoint Presentation

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:

 **UNIT RESOURCES**

Web Resources:

Materials & Equipment:

21st Century Technology Used: Type an "X" in the boxes to indicate 21st century technology used in this lesson.

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)

<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input checked="" type="checkbox"/>	Email

<input checked="" type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Video
<input checked="" type="checkbox"/>	Electronic Game or Puzzle Maker

Section IV, Unit 18

Ethics, Email Etiquette

Objective: Students will gain knowledge regarding email etiquette and appropriate business communication.

Instruction: Students will read an overview addressing the topic as a class.

Activity: Students will complete the email etiquette worksheet. Internet access required.

Web Resources:

<http://www.businessinsider.com/email-etiquette-rules-everyone-should-know-2014-9?op=1#ixzz3eUBafzaE>

<http://gactaern.org/foundationskills.html> (FS – Unit 3.9)



11 Email Etiquette Rules Every Professional Should Know

JACQUELYN SMITH AND VIVIAN GIANG
SEP. 3, 2014

Research has found that the average U.S. employee spends about [a quarter](#) of his or her time at work combing through the [hundreds of emails](#) each employee sends and receives each day.

And yet, according to career coach Barbara Pachter, plenty of professionals *still* don't know how to use email appropriately.

Because people send and receive so many messages each day, many end up making embarrassing mistakes that could be detrimental in a professional interaction.

For example, you can easily miss a spelling error while typing out an email on your smartphone, or you may come off as too casual or unprofessional in tone or content.

Pachter outlines modern email etiquette rules in her book "The Essentials Of Business Etiquette." We pulled out the most important ones you need to know.

1. Include a clear, direct subject line.

Examples of a good subject line include "Meeting date changed," "Quick question about your presentation," or "Suggestions for the proposal."

"People often decide whether to open an email based on the subject line," Pachter says. "Choose one that lets readers know you are addressing their concerns or business issues."

2. Use a professional email address.

If you work for a company, you should use your company email address. But if you use a personal email account — whether you are self-employed or just like using it occasionally for work-related correspondences — you should be careful when choosing that address, Pachter says.

You should always have an email address that conveys your name so that the recipient



knows exactly who is sending the email. Never use email addresses (perhaps remnants of your grade-school days) that are not appropriate for use in the workplace, such as "babygirl@..." or "beerlover@..." — no matter how much you love a cold brew.

3. Think twice before hitting "reply all."

No one wants to read emails from 20 people that have nothing to do with them. Ignoring the emails can be difficult, with many people getting notifications of new messages on their smartphones or distracting pop-up messages on their computer screens. Refrain from hitting "reply all" unless you really think everyone on the list needs to receive the email, Pachter says.

4. Use professional salutations.

Don't use laid-back, colloquial expressions like, "Hey you guys," "Yo," or "Hi folks."

"The relaxed nature of our writings should not affect the salutation in an email," she says. "*Hey* is a very informal salutation and generally it should not be used in the workplace. And *Yo* is not okay either. Use *Hi* or *Hello* instead."

She also advises against shortening anyone's name. Say "Hi Michael," unless you're certain he prefers to be called "Mike."

5. Use exclamation points, colored text, CAPS, and underlining sparingly.

If you choose to use an exclamation point, use only one to convey excitement, Pachter says.

"People sometimes get carried away and put a number of exclamation points at the end of their sentences. The result can appear too emotional or immature," she writes. "Exclamation points should be used sparingly in writing."

** The same can be said of using all capital letters, red text, and/or underlining in email communication. All can miscommunicate excessive emotion.**



6. Be cautious with humor.

Humor can easily get lost in translation without the right tone or facial expressions. In a professional exchange, it's better to leave humor out of emails unless you know the recipient well. Also, something that you think is funny might not be funny to someone else.

Pachter says: "Something perceived as funny when spoken may come across very differently when written. When in doubt, leave it out."

7. Know that people from different cultures speak and write differently.

Miscommunication can easily occur because of cultural differences, especially in the writing form when we can't see one another's body language. Tailor your message depending on the receiver's cultural background or how well you know them.

A good rule to keep in mind, Pachter says, is that high-context cultures (Japanese, Arab, or Chinese) want to get to know you before doing business with you. Therefore, it may be common for business associates from these countries to be more personal in their writings. On the other hand, people from low-context cultures (German, American, or Scandinavian) prefer to get to the point very quickly.



8. Reply to your emails — even if the email wasn't intended for you.

It's difficult to reply to every email message ever sent to you, but you should try to, Pachter says. This includes when the email was accidentally sent to you, especially if the sender is expecting a reply. A reply isn't necessary but serves as good



email etiquette, especially if this person works in the same company or industry as you. Here's an example reply: "I know you're very busy, but I don't think you meant to send this email to me. And I wanted to let you know so you can send it to the correct person."

9. Proofread every message.

Your mistakes won't go unnoticed by the recipients of your email. "And, depending upon the recipient, you may be judged for making them," Pachter says.

Don't rely on spell-checkers. Read and re-read your email a few times, preferably aloud, before sending it off.

"One supervisor intended to write 'Sorry for the inconvenience.' But he relied on his spell-check and ended up writing 'Sorry for the incontinence.'"

10. Add the email address last.

"You don't want to send an email accidentally before you have finished writing and proofing the message," Pachter says. "Even when you are replying to a message, it's a good precaution to delete the recipient's address and insert it only when you are sure the message is ready to be sent."



11. Double-check that you've selected the correct recipient.

Pachter says to pay careful attention when typing a name from your address book on the email's "To" line. "It's easy to select the wrong name, which can be embarrassing to you and to the person who receives the email by mistake.



E-mail Judging Activity

E-mail Etiquette

Name: _____ Date: _____

For Completion Online

Directions:

1. Have students log on to a computer and type in www.gactaern.org/foundationsskills.html.
2. Scroll down to lesson 3.9: Electronic Communications. The E-mail Etiquette Activity can be found by clicking the link to the Flash game in the rightmost column.
3. Once the game comes up, students will be shown four examples of e-mails, numbered 1 through 4.
4. They will rank the e-mails first through fourth, with first being the best and fourth being the worst. For example, if they rank the e-mails 3-4-2-1, e-mail number 3 is the best and e-mail number 1 is the worst.
5. Once students have chosen their rank, they will click the corresponding multiple choice answer on the screen.
6. A screen will pop up showing the student's score and four blank boxes. The student should critique each of the e-mails in the boxes provided, listing what is good and what is bad as discussed in class.
7. Have the students print out their critiques. The link to do this is also listed on the page.

For Completion Offline

Directions:

1. Read each of the four business letters carefully. Use the worksheet to write a critical evaluation of each letter. Include grammatical and stylistic remarks.
2. Rank the letters from best to worst with first place being the best and fourth place being the worst. For example, if they rank the e-mails 3-4-2-1, e-mail number 3 is the best and e-mail number 1 is the worst. Write your ranking in the spaces provided.

E-mail Judging Activity

1. Critique each of the e-mails in the boxes provided below. List both positives and negatives about each e-mail as your teacher discussed in class.

E-mail #1

E-mail #2

E-mail #3

E-mail #4

2. Rank the e-mails from best to worst.

Best (1)

Second (2)

Third (3)

Worst (4)

E-mail Judging Activity

EMAIL 1

From: "Vivian Armstrong" <varmstrong@duncanpharm.com>
Subject: Drug Manufacturer's Fair
To: "Lara Cline" <LCline1@vhs.com>

Hey Ms. Cline,

Thanks for the invite to the Drug Manufacturer's Fair your hospital is hosting on January 16. I was given the invitation from our PR department and so I'm going to represent Duncan Pharmaceuticals at the fair. I just got hired by them as the pharmaceutical representttive you're your area.

I figured I should set up an appoint ment to get ready for the fair since my district manager told me I should.. I'm pretty excited to show you what products we've got. The new vaccines, like the rabies one, are unusual, and we also have some de-wormers for cows too that haven't been seen before. Plus a lot of our older products have improved marketing schemes and packaging—a "product makeover," so to speak, and I'll plan to bring those too. I believe everything we have to show you should be stocked in your hospital. However, that's just my opinion and it will be yours that makes the final decision!

Please let me know when you're available to chat and we'll set a date.

I can't wait to hear from you!

Thanks,

Vivian P. Armstrong

10th District Pharmaceutical Representative
Duncan Pharmaceuticals
varmstrong@duncanpharm.com

E-mail Judging Activity

EMAIL 2

From: "Vivian Armstrong" <varmstrong@duncanpharm.com>
Subject: Duncan Pharmaceuticals
To: "Lara Cline" <LCline1@vhs.com>

Hey Ms. Cline,

Thanks for the invite to the Drug Manufacturer's Fair your hospital is hosting on January 16. Our PR department gave me the invitation and so I'm going to represent Duncan Pharmaceuticals at the fair. They just hired me as the pharm. rep for your area.

My district manager told me I should set up an appointment to get read for the fair. We're pretty excited to show you what products we've got. The new vaccines are cool like the rabies one and then we have some de-wormers for cows too that haven't been seen before. Plus a lot of our older products have undergone a makeover. I'll bring those too. I think you should see everything we've got because we've got a lot of stuff and every hospital should have it. Definitely my favorite of these products is the shot against kennel cough that you can give to cats. I totally didn't know cat's could get the disease but just in case Duncan Pharm. Created a way to fix the problem! That's why I think it's so awesome. But that's just my opinion, it's gonna be yours that makes the final choice.

SO...LET ME KNOW WHEN YOU'RE AVAILABLE FOR THIS AND WE'LL
MAKE A DATE! I CAN'T WAIT!! ☺

Peace,

Vivian P. Armstrong

E-mail Judging Activity

EMAIL 3

Date: Thursday, November 19, 2012
From: "Vivian Armstrong" <varmstrong@duncanpharm.com>
Subject: Drug Manufacturer's Fair
To: "Lara Cline" <LCline1@vhs.com>

Good morning Ms. Cline,

Thank you for your invitation to the Drug Manufacturer's Fair hosted by your veterinary hospital on January 16. Our promotions department has passed your letter of invitation on to me and asked that I represent Duncan Pharmaceuticals at the fair. I have recently been employed as the Duncan Pharmaceuticals representative for your area.

I have been asked by our district manager to set up an appointment with you to help prepare for the Manufacturer's Fair. We are anxious to present our line of products, especially our newest vaccines. Many of our products have recently been improved and have been proven to be the most effective on the market.

Would you please suggest a day and time frame that we might meet to discuss the Manufacturer's Fair? Thank you for your consideration of Duncan Pharmaceuticals.

I look forward to hearing from you.

Sincerely,

Vivian P. Armstrong
10th District Pharmaceutical Representative
Duncan Pharmaceuticals
23 Cowford Bridge Road
Kite, GA 31049

varmstrong@duncanpharm.com
(667) 898-0098 Ext. 223
www.duncanpharm.com Date: Thursday, November 19, 2012

E-mail Judging Activity

EMAIL 4

Date: Thursday, November 19, 2012
From: "Vivian Armstrong" <varmstrong@duncanpharm.com>
Subject: The Drug Fair
To: "Lara Cline" <LCline1@vhs.com>

Hey Ms. Cline,

Thanks for the invitation to the Drug Manufacturer's Fair hosted by your veterinary hospital on January 16. The promotions department gave me the letter of invitation and asked that I represent Duncan Pharmaceuticals at the fair. I just got hired as the Duncan Pharmaceutical representative for your area. Our district manager wants me to set up an appointment with you to help prepare for the Manufacturer's Fair. We are pretty excited to present our line of products, especially our newest vaccines. Many of our products have recently been improved and have been proven to be the most effective on the market. I really like the shot protecting against kennel cough in cats I did not realize cats could get kennel cough, so it is a pretty interesting vaccine to me for that reason! However, that is not our only interesting product, and I can't wait to show them to you. What day and time would work out best for you for this meeting? Thank you for thinking of Duncan Pharmaceuticals when you sent out invitations.

I can't wait to hear from you!

Sincerely,

Vivian P. Armstrong
10th District Pharmaceutical Representative
Duncan Pharmaceuticals
varmstrong@duncanpharm.com
(667) 898-0098 Extension 223
23 Cowford Bridge Road
Kite, GA 31049
www.duncanpharm.com Date: Thursday, November 19, 2012

E-mail Judging Activity

Answer Key

Correct Ranking: 3-4-1-2

Critique of E-mail 1

Pros:

- Subject line is specific

Cons:

- Tone is too informal
- Signature lacks some contact information
- Spelling and Grammar Errors
 - “Representative” is misspelled; “Appointment” should be one word
- Overuse of the pronoun “I”
- E-mail is hard to follow

Critique of E-mail 2

Cons:

- Tone is too informal and totally unacceptable for business purposes
- No signature
- Subject line is specific but not for the right purpose
- Spelling and Grammar Errors
 - “Pharm” should be spelled out two different times; “cat’s” should be “cats;” there should be a semi-colon, not a comma, after “opinion;”
 - “gonna” should be “going to;” “PR” should be spelled out; “Read” should be “ready”
- Overuse of the pronoun “I”
- Should not use all capital letters in the last sentence (yelling)
- Should not use an emoticon
- E-mail is hard to follow with a lot of irrelevant information

Critique of E-mail 3

Pros:

- Professional tone
- Signature has all the relevant contact information for the sender
- Subject line is specific
- E-mail is organized, brief and to-the-point
- Uses correct grammar and spelling

Critique of E-mail 4

Pros:

- Signature has all the relevant contact information for the sender
- Uses correct grammar and spelling
- Tone is still professional, but less formal. It is still acceptable.
- E-mail is brief and to-the-point

E-mail Judging Activity

Cons:

- Subject line is not as specific
- Needs to be broken into paragraphs
- Run on sentence about the kennel cough vaccine

Top 10 Tips for Leaving Jobs Ethically (70)

1. Give two weeks notice.

Giving a minimum of two weeks notice that you plan to leave your job is standard business practice. It is a matter of common courtesy and gives your company time to hire your replacement or plan a reorganization of duties. It also leaves a good impression with your employer, who will be more willing to provide a positive reference for you in the future.

Other considerations in the timing of your resignation notice:

—If your job is complicated or carries a high level of responsibility, give a month's notice if possible. This allows extra time to train a replacement.

—If an emergency, such as a family health crisis, requires you to leave your job immediately, explain the conditions to your employer and make yourself available for advice after you leave.

2. Provide reasons for your resignation.

Never leave a job “blind.” For your own good and that of your employer, state your reasons for leaving honestly and clearly. If your job has been rewarding and your relationship with your firm good, your employer deserves to know this. If it has not, then your employer has the chance to learn from your explanation—as do your co-workers.

If you have a variety of reasons for leaving a job, emphasize the ones that your current employer is likely to find most acceptable:

—Your new job offers a higher salary.

—You prefer the new location.

—The new job offers a substantial promotion.

—You are planning a career change.

3. Be positive in your closure.

Whether or not you were happy in your job, find something positive to say upon closure. No company does everything right or everything wrong. You signed-on with your company for a reason, and that reason may still be true for other employees.

A confrontational resignation may follow you to your next job—and beyond. You don't want to gain the reputation of being a difficult employee.

Ways to “accentuate the positive”:

- Recall and recount specific pleasant moments at work.
- Mention things you have learned that will help you in your career.
- Tactfully suggest ways to improve the work environment.
- Minimize any conflicts you experienced.

4. Notify your supervisor face-to-face.

Whether or not you like your supervisor, it speaks well of you to inform her or him directly about resigning. This is a matter of proper business and personal etiquette. Also, your boss probably has professional connections outside of the company that you may want to use as a resource in the future.

5. Put notification in writing.

A verbal notification, however, is not enough. Your written resignation provides an official record for the company files and documentary evidence in case of any future questions. Some companies provide a formal survey or inventory to complete.

Keep your resignation letter short and neutral in tone, but conclude with a thank you and a positive statement about your experience with the company. The letter does not need to include your reasons for leaving. These can be given personally or written on the company form.

6. Finish remaining work.

To keep your reputation intact, and to help those who have to assume your duties, do a thorough job of closing out your assignments. How well you finish your job provides the last impression your supervisors and co-workers will have of your work ethic.

Here is a checklist for tying up the loose ends of your work:

- After informing your boss, tell your co-workers and, especially, team members that you are leaving and when.
- Try to finish all current projects or provide enough information so that others may complete them.
- Provide a written description of your actual duties and routines (which may differ from the official job description).
- Inform clients and customers (pending your supervisor's approval).

7. Train your replacement well.

Act as a mentor for your replacement. It eases the new person into the job and reflects well on you. Share your knowledge and give positive reinforcement. Keep your supervisor posted on the trainee's progress.

Steps in the training process:

- Introduce the trainee to your co-workers.
- Explain the company's structure and the functions of its various departments.
- Let the trainee "shadow" you, taking notes and asking questions.
- Explain all filing and organizational systems.
- Allow the trainee to assume increasing responsibility as you listen, support, and coach from the side.

8. Write a project status report.

Just before leaving, put together a report detailing the status of each project you were working on, both completed and in-process. Give copies to your trainee and your supervisor. This serves as the official wrap-up of your job, a professional final touch.

Include in the report:

- Project history and objectives.
- Current status.
- Schedules and deadlines.
- Company and outside contacts.
- Responsibilities of team members involved.
- Problem areas or concerns.
- Contact information on clients or customers.

9. Thank your employer and supervisors.

Even if the work or the people did not suit your professional objectives or personal sensitivities, you have benefited from the job for which you were hired. Thanking your employer and supervisors is both expected and deserved:

—Send hand-written notes to key people.

—Give your personal thanks to those who oversaw your development.

10. Leave on a good note.

You are ready for your new job and new challenges. No matter what happened yesterday or last year, you should be feeling good, if a little anxious. Share that good feeling. Leave behind a positive image of yourself as someone who appreciated what was done for you and who enjoyed the time spent with co-workers. If you meet your former workers later—or need their help in your career—they will be glad to see you or do you a favor.

Top 10 Tips for (70) Leaving a Job Ethically

1. Give two weeks notice.
2. Provide reasons for your resignation.
3. Be positive in your closure.
4. Notify your supervisor face-to-face.
5. Put notification in writing.
6. Finish remaining work.
7. Train your replacement well.
8. Write a project status report.
9. Thank your employer and supervisors.
10. Leave on a good note.

Top 10 Tips for Leaving Jobs Ethically

Write T or F in the blank to show whether the statement is True or False.

- _____ 1. Giving two-weeks notice is a business standard.
- _____ 2. Companies don't care why people quit.
- _____ 3. Friendly closure is good business.
- _____ 4. Informing the boss, first, is respectful.
- _____ 5. Written notice is usually unnecessary.
- _____ 6. Relax during your last work weeks, because you have nothing left to prove.
- _____ 7. Leave training of your replacement to a professional instructor.
- _____ 8. Write status reports on all projects.
- _____ 9. Employers do not expect your thanks.
- _____ 10. Leaving on a positive note may help you later in your career.

Activity

(70)

Top 10 Tips for Leaving Jobs Ethically

Practice writing a brief resignation statement to a supervisor for whom you have worked for five years. You are not fond of this supervisor; nonetheless, you have been a good employee and look forward to having a better relationship elsewhere. (Hints are in parenthesis)

Dear Mr. Smith,

(resignation date)

(reason for leaving)

(express thanks)

(off to help with transition)

Section IV, Unit 20

Objective: Students will gain knowledge regarding a resignation letter and proper construction.

Instruction: Students will read an overview and sample business letter addressing the topic as a class.

Activity: Students will draft an appropriate resignation letter to add to their portfolio using California Career Zone, Data Wizard, or similar resource. Internet access required.

Web Resources:

<http://www.theladders.com/career-advice/how-to-write-effective-resignation-letter>

How to Write an Effective Resignation Letter

A good resignation letter leaves a warm, fuzzy feeling for managers and human resources managers when you go, as opposed to the smell of burning bridges.

By Lisa Vaas

Let's begin with how *not* to write an effective resignation letter:

Mr. Smith:

I quit. I've had enough.

You owe me \$2,400 for unused vacation and sick days.

Bill

Nice. And we didn't make it up: That's a real resignation letter from the files of Bruce A. Hurwitz, president and CEO of Hurwitz Strategic Staffing Ltd. A candidate insisted on giving him letters of reference, and this particular letter — handwritten, even — was stapled to the packet.

It was, Hurwitz said, "the worst resignation letter I ever saw."

What is a good resignation letter? One that sets you up to leverage your former position and colleagues in your future path, whether it's for networking or solid references. Here's what the experts had to say about writing an effective resignation letter.

The graceful exit letter

1. **Keep it formal but friendly.** It should be in the form of a business letter but with a first name, as in "Dear First Name," instead of "Dear Ms. X," Hurwitz said.
2. **Don't equivocate.** Make it clear that you're not open to counteroffers by using a clear-cut line, such as,

"I hereby submit my resignation as [your title] effective on [date]."

Senior executives should give more than two weeks' notice. Hurwitz recommends your allotted vacation as a good measure of the amount of time required for a resignation, as your vacation time is typically a measure of your seniority: If you have four weeks' vacation, the minimum is four weeks' notice.

3. **Be complimentary.** Hurwitz provided this example: "I cannot thank you enough for all that I have learned and all the opportunities you have generously bestowed upon me during the past five years."
4. **Set the record straight.** The letter is going to be filed in your personnel file, to which you will never have access, Hurwitz said. That file may contain negative comments regarding your performance, but this is your chance to set the record straight. For example: "I will always look back with affection, satisfaction and pride at our accomplishments," and then note what those accomplishments were. It might be important should another job search or a corporate merger put you in the path of the same HR department and personnel file.
5. **Keep it positive.** If a future employer calls to verify your employment, they might well talk to somebody who knows nothing about you except what's in your dusty personnel file. You want them to see that the last thing you said was "positive and uplifting and thankful," said Jacob Young, a small-business consultant and Web developer. "Even if there are marks on your file, the human spirit will take over and pause on the side of caution, if you look nice and non-threatening on paper."
6. **Be supportive.** Let your employer know that you are available to help in the transition, if needed, after your last date of employment. Provide your phone number and make it clear that you'll be happy to answer questions.

When Victoria J. Ashford left her position as director of the Helena Public Library, in Helena, Ala., to launch Fearless Coaching, she said in a very gracious letter of resignation that she was confident her employer would have ample time to select a replacement, and she even offered to provide him/her with introductory training regarding federal, state, county and city methods and policies. She also pointed out two pending major projects: New Computer-Print Management & the State Annual Report, both of which she said she felt "duty-bound to oversee and complete. It would be unfair of me to leave those undone."

7. **Close on a warm note.** Hurwitz provided this example: "Lisa, I want you to know that I would not have secured this new position without my experiences at [your company]. I will always be grateful to you and can only hope that my new colleagues will be as supportive as you and... [name colleagues]." "It's a nice touch to recognize other people," Hurwitz said.

End the letter on an equally warm note, such as, "Warmest personal regards and best wishes for continued success," signed with your first name.

And walk away with your dignity, your personnel record and your bridges intact.

How to Write an Effective Resignation Letter

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End the letter on an equally warm note, such as, "Warmest personal regards and best wishes for continued success," signed with your first name.

And walk away with your dignity, your personnel record and your bridges intact.

[Date]

Ms. Joyce Michaels
CEO
ABC Company
15 Main St.
Sometown, MA 55555

Dear Joyce,

Please accept this letter as notice of my resignation from my position as staff accountant. My last day of employment will be June 22, 2012.

I received an offer to serve as senior accountant of a Fortune 500 company, and after careful consideration, I realize that this opportunity is too exciting for me to decline.

It has been a pleasure working with you and your team over the last three years. One of the highlights of my career was collaborating with you to automate ABC Company's accounting, financial and balance systems and setting up your accounting infrastructure. Your company is poised for continued growth and I wish you much success with your upcoming acquisition of XYZ Company.

I would like to help with the transition of my accounting duties so that systems continue to function smoothly after my departure. I am available to help recruit and train my replacement, and I will make certain that all reporting and records are updated before my last day of work.

Joyce, thank you again for the opportunity to work for ABC Company. I wish you and your staff all the best and I look forward to staying in touch with you. You can email me anytime at jones@somedomain.com or call me at 555-555-5555.

Sincerely,

Sign Your Letter Here

Roberta Jones

WHERE TO FIND ADDITIONAL ASSISTANCE TO COMPLETE OR IMPROVE YOUR RESIGNATION LETTER.

If you have completed draft resignation letter and are wondering what to do next, here are a few suggestions:

ATTEND A WORKSHOP

The Santa Clarita Valley WorkSource Center has many options to assist you. You can attend one or all of our workshops about résumés. Review the workshop descriptions online at <http://www.workforcedevelopmentmonth.com/events.asp> Pick up a Workshop and Events Calendar, or ask a staff person to help you select the best workshop to meet your needs.

If you are new to résumé writing or have not written a résumé in many years and need help with a résumé you may want to attend one or all of the workshops on résumés.

Résumé Software

- **RésuméHero™** is an online application designed to empower job seekers in creating their most valuable job search marketing tool – a résumé! In addition to a résumé, RésuméHero™ offers assistance in building other professional documents that job seekers should have prepared for hiring managers when applying to and interviewing for open positions. These documents include cover letters, thank you letters, and reference sheets. This guide will provide instructions on how to register and log in to RésuméHero™, complete your Profile, edit your professional documents and post your completed résumés to CareerBuilder.com to maximize your experience. How Do I Register? There are two ways you can be registered for RésuméHero™. You may be registered on behalf of a third-party such as a RésuméHero administrator, career advisor or case manager. This service is available to registered users of the Santa Clarita WorkSource Center, and has been designed to help give applicants an edge on Applicant Tracking Systems. Access ResumeHero at <https://www.cbresumehero.com>
- **WinWay®** -The WinWay Software is available in our Employment Development Center. This software helps you create a résumé, cover letters, and other business documents as well as helping to prepare for an interview and search for job opportunities. This software can be checked out by contacting the Career Visions office.
- **HROP Data Wizard** - Letter Builder. Data Wizard will produce a resume and other business documents after entering personal information and choosing from several pulldown menus addressing, skills, classes, activities and job objectives. The system has editing capabilities and can be printed. Site offers multiple exploration resources in addition to workforce preparation tools. District password is needed for access. Contact your Career Transition Advisor for more info.
- **California Career Zone – Resume Builder.** The resume builder allows you to create printable business documents that are ready to send to potential employers. You can store as many as you would like so you have the ability to create a different one tailored towards each job opening you apply for. Access CCZ at: <http://cvworks.weebly.com/assessment-resources1.html>

USE Career Visions Career Development Center.

Winway Software is available on selected computers in our Resource Room. Contact the CV office at info@cvworks.org to get started using this software. The software will guide you through the steps to create a résumé, save the résumé to your electronic storage device, print it, and help you create unique cover letters to mail, email or fax with your résumé to possible employers.

REMEMBER TO SAVE ALL BUSINESS DOCUMENTS IN BOTH FORMATTED AND PLAIN TEXT VERSIONS!

PLAIN TEXT IS BEST FOR UPLOAD WHERE APPLICANT TRACKING SYSTEMS ARE BEING EMPLOYED!

Section IV, Unit 21

Objective: Students will gain knowledge regarding the importance of reference letters in leveraging consideration for employment.

Instruction: Students will read an overview and sample business letter addressing the topic as a class.

Activity: Students will draft an appropriate reference letter as sample to add to their portfolio using California Career Zone, Data Wizard, or similar resource. Internet access required.

Web Resources:

<http://www.reference-letter.com/what-is-a-reference-letter>

<http://www.reference-letter.com/>

What is a reference letter?

A **reference letter** – sometimes **letter of reference**, **recommendation letter**, or **letter of recommendation** – is a letter in which someone assesses another person's skills and capabilities, usually in a positive way. A reference letter is normally used for university admission, scholarship applications or job applications.

The person writing the reference letter is called the referee or sponsor. The referee is typically a university professor, high-school teacher, boss or supervisor or someone who is otherwise connected with the person the letter is about.

Universities and colleges usually require reference letters as part of their admissions process. The more prestigious the institution, the higher the standards.

A few friendly words from a former professor, teacher or employer can make all the difference for a candidate's application to a study program. But also for job applications, it has become more common to directly attach reference letters as opposed to merely providing contact details.

Structure

There is no formal structure for a reference letter that is carved in stone. Some basic structural conventions have developed over time.

1. **Salutation:** As every letter, the reference letter or letter of recommendation starts off with a salutation. If there is no specified recipient, the author usually begins with "To Whom It May Concern" at the top of the page.
2. The **person** or **candidate** that the letter is about...
3. ...and the **purpose** of the letter: Then, the referee explains shortly whom he or she is writing about, and if applicable, what the recommendation is for. This can be generic ("I recommend John Doe"), a bit more specific ("...for employment at your company") or very specific ("...for the INSEAD MBA program").
4. **Connection to the referee:** It is very important that the referee explains how he knows the student or employee in question. One or two sentences are usually enough, but they should cover how they know each other, and how long and in which context they worked together.
5. **Qualification and abilities:** Not surprisingly, the referee should then focus on the qualification, abilities, skills, experience and knowledge of the person

that the reference letter is about. As it is also called a letter of *recommendation*, all the descriptions should be positive. That does not mean the referee should be dishonest. No one is perfect, after all! But the referee should feel free to just neglect aspects in which the candidate did not perform exceptionally well.

6. **Conclusion:** Any good letter of recommendation ends with a short summary of the candidate's overall qualification and the reassurance that the reader of the letter should get in touch with the author in case there are any questions.
7. And for that case, the author of the letter must close with **personal contact details**.

Check out the following resource to generate your own reference letter. Within minutes, you can write a reference letter or letter of recommendation. All you need to do is choose from the available phrases and compose a text that is suitable for the candidate you are recommending.

Follow this link to get started: <http://www.reference-letter.com/>

June 29, 2015

Dear Mr. Jones,

I would like to recommend Samuel Jackson as a candidate for a position with your organization. I have been Samuel 's Mathematics teacher at Golden Valley High School for the past two years and got to know him very well.

As an active student at Golden Valley, Samuel made an outward effort to become a part of the school community and put himself up as a candidate for the position of class president - for which he was elected in his senior year. During tenure, he listened to requests from students and successfully assisted the school's board in making improvements to the school environment.

If Samuel 's performance and apparent conviction is a good indication of his future performance, he would be an extremely valuable asset to your company. If I can provide you with any further information, please do not hesitate to contact me.

Sincerely,

Sign Your Letter Here!

Kevin Sarkissian
Program Supervisor
WS Hart Union High School District
555.555.1212
ksarkiss@hartdistrict.org

Created with the Reference Letter Generator at:

<http://www.reference-letter.com/>

Student's will need to copy and paste their finished letter into a blank MS Word document when complete.

Reference Letter Sample for an Employee

To whom it may concern:

I would like to recommend Muriel MacKensie as a candidate for a position with your organization. In her position as Administrative Assistant, Muriel was employed in our office from 20XX - 20XX.

Muriel did an excellent job in this position and was an asset to our organization during her tenure with the office.

She has excellent written and verbal communication skills, is extremely organized, can work independently, and is able to effectively multi-task to ensure that all projects are completed in a timely manner.

Muriel was always willing to offer her assistance and had an excellent rapport with the many constituents served by our office including clients, employers, and other professional organizations. She would be an asset to any employer and I recommend her for any endeavor she chooses to pursue.

Yours truly,

John Doe

Job Title

Company

Web reference: <http://jobsearch.about.com/od/referenceletters/a/employeeref.htm>

Section IV, Unit 22

Objective: Students receive a certification of workforce readiness and final employment portfolio upon course completion.

Instruction: Email the Career Visions Office at cvinfo@hartdistrict.org with your list of course graduates. Certificates will be processed by Career Visions and sent via District mail. Please allow 10 business days for processing.

The William S. Hart Union High School District

presents this

Certificate of Work Readiness

to

James Smith

**In acknowledgement for the successful completion of the
Career Visions Workforce Preparation Program.**

Presented on this day August 4, 2015

Program Supervisor

Workforce Preparation Instructor

The Career Visions Workforce Preparation Program is a part of the William S. Hart Union High School District. Career Visions offers workforce preparation training with the intent of assisting high school students in securing and retaining entry-level employment. The skills and proficiencies for this course have been developed in cooperation with employers, teachers, and school administrators. The student certified on the reverse side of this certificate has demonstrated the proficiencies indicated below.

Basic Workforce Preparation

- Knowledge of employment opportunities and job searching strategies.
- Interest exploration and Career Action Planning.
- Knowledge of employment applications (electronic and paper).
- Knowledge of OSHA guidelines used in maximizing worksite safety.
- Interview strategies including videotaped interview.
- Interview follow-up strategies.
- Workplace tolerance including: anti-discrimination, sexual harassment, and diversity awareness.
- Cover letter development.
- Resume development.
- Self-advocacy awareness.
- Conflict resolution strategies.
- Retention and work ethic awareness.
- Budgeting, credit, and financial planning.

THE STUDENT HAS COMPLETED _____ HOURS OF INSTRUCTION
AND HAS RECEIVED A GRADE OF "C" OR BETTER.

NOTE: Verification of the above data may be obtained by contacting the William S. Hart Union High School District Career Visions office at 661-251-3973.

CERTIFIED BY: _____
Instructor, Career Visions Workforce Preparation

CERTIFIED BY: _____
Program Supervisor, Career Visions Workforce Preparation