

Lesson Plan- Unit 7: Classroom Lesson 1

Subject/Course	Secondary Transition – Self-Determination and Advocacy		
Topic:	Advocacy in the Work Place and School		
Lesson Title:	Addressing Accommodations		
Level:	9-12	Lesson Duration:	15-20 minutes

Lesson Objective:

- The students will be able to list all their accommodations that are on their IEP.

Summary of Tasks/Actions:

1. Discuss accommodation/adaptations.

- 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 modification 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.

Educational Accommodations/Adaptations

- Accessible classrooms.
- Adapted instruction (for example, use of small groups).
- Adapted curricula (for example, different learning outcomes or different materials from those for other students).
- Adapted 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.
2. Have the students use their IEPs and list his or her accommodation on the Worksheet Unit 7 Lesson 1 Accommodations and have the student list why they need each of the accommodations.

Materials/Equipment:

- Worksheet Unit 7 Lesson 1 Accommodations
- Each student's IEP

References:

- N/A