

What laws protect individuals with disabilities in high school or the workplace?

Individuals with Disabilities Education Act (IDEA)

- Protects students with disabilities while they are in the public school system
- In IDEA is a federal special education law that requires schools to provide a free and appropriate education to students with disabilities
- When students are eligible, an Individualized Education Program (IEP) is written by a team of people who work at the school, the student, and the student's family or other service providers
Example: Nora's teachers met and decided that Nora needed extra time to take tests because her disability impacts her reading speed
- IEPs may include the student receiving specific intervention in areas of need
Example: Nora goes to a small group for math instruction taught by a special education teacher three times a week

Section 504 of the Rehabilitation Act (Section 504)

- Protects individuals with disabilities from discrimination in school and the workplace
- Section 504 is a law that protects the rights of individuals with disabilities from discrimination in a public program that receives money from the government, which includes public schools
- A 504 plan is developed when a student needs certain accommodations or modifications in school or a learning environment, but not a special education program
Example: Joey can only wear one type of shoe because of how his disability impacts his walking. His 504 plan allows him to wear these shoes even though they do not meet the dress code

Americans with Disabilities Act (ADA)

- Protects individuals with disabilities from discrimination in school and the workplace
- ADA is a federal civil rights law that says an employer cannot discriminate against qualified applicants and employees because of a disability
- Applies to employers with 15 or more employees
- The ADA's definition of a disability is someone who:
 - Has a physical or mental impairment that limits one or more major life activities
Example: Ali has a disability that limits her ability to read and write
 - Has a record of impairment
Example: Ali has a report about her disability from her doctor
 - Is viewed as having the impairment
Example: Ali has chosen to tell her supervisor about her disability and her supervisor understands that she has this disability
- Employer must provide a reasonable accommodation to an employee unless it can show that accommodation would impose undue hardship
Example: An employee with a visual impairment could not require a night club to install bright lighting since that lighting is crucial for their business.



Main Ideas

- IDEA doesn't apply to the workplace
- The purpose of IDEA is to make sure that students with disabilities have equal access to education and are successful in kindergarten through 12th grade
- The purpose of Section 504 is to protect the rights of individuals with disabilities in any public program, this includes schools
- Schools can't turn away students who have disabilities
- Schools are responsible for identifying students with disabilities and providing services that give an equal opportunity to an education
- Schools are responsible for creating a plan for services and accommodations that are individualized for students with disabilities
- Parents are not required to be involved in the interview or employment process
- If an accommodation is needed in the workplace, the employee has to ask their supervisor. It is not the supervisor's responsibility to start the conversation
- If an employee makes a request for accommodations, The ADA requires employers to consider reasonable accommodations that would remove the barrier for the employee

Example: An employer might consider that having a tablet where text could be made larger would help an employee who is visually impaired.

- Reasonable accommodations in the workplace are meant to give everyone the same opportunity, but does not mean employers have to provide services or instruction

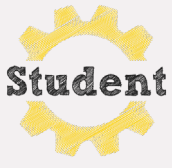
Example: In high school, Shawn had speech therapy two times a week from a school therapist. At her job, she uses a tablet to communicate. Her employer does not have to provide speech therapy to her, but it does have to allow her to use a tablet

- According to the ADA, employers don't have to take away necessary job responsibilities for people with disabilities

Example: An employee asks to have the responsibility of delivering food to tables removed because they are not able to carry the tray. The employer doesn't have to remove this responsibility, but may be able to provide a cart for the employee to push as an accommodation.

- If someone with a disability is not qualified for a job, employers do not have to change the job requirements

Example: Someone who can't swim doesn't meet the job requirements to be a lifeguard



Branching Scenario Activity Plan

This activity is an interactive e-learning scenario in which students will make choices for a character that center around the lesson topic. Each choice leads to a consequence, so students are able to see how each decision takes the character down a different path. Students can work through this activity independently or in a group instruction setting.

Time recommended for activity is 30 minutes.

Materials

- **Access to Technology:** for individual or group use
- **Branching Scenario Cards:** for a hands-on version of the activity (optional)
- **Think About Questions:** located in the **Get Involved Activity Plan** can help to prompt student thinking and reflection (optional)

Vocabulary

Prior to completing the Branching Scenario students should review the **Course Vocabulary Flashcards**

Directions

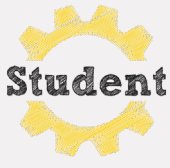
1. Review the **Think About Questions** as a group discussion with students
2. Explain the learning target for the activity
3. Begin the branching activity. If you are completing this with students as a small group, stop at each choice the students are asked to make to pose that choice to the class as a discussion. Encourage students to predict what they think will happen
4. Work through the entire scenario at least one time
5. Re-visit the **Think About Questions** and point out any differences in their answers now that they have experienced the scenario

Differentiate

- Read the branching choices aloud and/or turn on the screen reading option in the branching lesson application
- Print out **Branching Scenario Cards** to provide visuals for students with communication needs
- If applicable, meet with teacher to ensure any needed vocabulary is inputted into students' Augmented and Alternative Communication (AAC) devices
- Avoid open ended questions for students who may need more support with communication. Give them clear and concise choices

Extend

- Replay the scenario making different choices
- After completing the scenario as a whole group, put students into pairs and require them to make a different decision for one of the choices and report back to the group what happened



My Portfolio Activity Plan

This activity allows students to create a personalized permanent product for the student to keep and reference throughout their high school experience and adult life. This is a fillable online form that students can save and use as a starting point for a transition portfolio or add it to an existing portfolio.

Time recommended for activity is 30 minutes.

Materials

- **Access to Technology:** for individual or group use
- **Email Address:** Need the email address for where the form will be sent
- **Printed form:** only as needed

Vocabulary

Prior to completing the Branching Scenario students should review the **Course Vocabulary Flashcards**

Directions

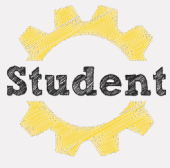
1. Review the content students learned in the Branching Scenario and Get Involved activities and explain to the students that they will now be using their knowledge to create a personalized document that they can use in their transition portfolios
2. Enter the student name and the email address of the student or instructor that will be receiving the finished product
3. Guide students to answer each question
4. Click SUBMIT and the form will be emailed to the address entered so that it can be saved and/or printed and added to the student portfolio

Differentiate

- Read the questions out loud to the student
- Download and print the form for students who do not have access to a computer
- If applicable, meet with teacher to ensure any needed vocabulary is inputted into students' Augmented and Alternative Communication (AAC) devices
- Provide a scribe or someone to type in the answers for the student as they verbally answer the questions

Extend

- Have students share their forms with peers or other instructors
- Have a discussion where students identify how the information on the form can help them when they enter the workplace



Transition Portfolio Tip Sheet

A transition portfolio is a collection of materials (Ex: documents, pictures, videos, etc.) that demonstrate a student's skills, interests, needs, and goals. Students can include anything that they feel is important to them in planning for their futures. A Transition Portfolio is a living collection of materials that should be updated throughout a student's transition into adulthood. Students should create and manage their portfolios with the support from instructors, family members, and mentors.

Storage and Materials

Guide students to collect and present their information in a way that is customized to their communication preferences.

Storage Options

Physical Storage

- Materials can be written or printed out
- Store materials in binders or folders

Electronic Storage

- Materials can be typed or scanned
- Storage options for electronic portfolios
 - Personal Computer Hard Drive
 - USB Drive
 - Google Drive
 - Personal Website (ex: Google Sites)
 - PowerPoint Slideshow

Material Options

- Written or typed documents
- Photographs
- Videos
- Music or audio recordings

Categories and Organization

Students should organize their portfolio by identifying categories that will help them be able to easily locate their materials.

Category Options

- Student Introduction/ Biography
- Strengths and Abilities
- Interests and Hobbies
- Supports and Needs
- Communication Preferences
- Career Goals
- Work Experience
- Post-Secondary Education
- Recreational Activities
- Independent Living and Housing
- Transportation and Mobility
- Education and Academics
 - Assessments
 - Academic Achievements
 - Report Cards/Progress Reports / Summary of Performance
 - Recommendation Letters
 - Awards
 - Training Certificates

Helpful Links: [Jefferson County Developmental Disabilities Program](#)
[Northern California Assessment Center](#)

ROLE PLAY

TITLE: _____

BY:

TOPIC/QUESTION:

CHARACTERS:

CHARACTER 1: _____

CHARACTER 2: _____

SETTING: _____

PAGE #: _____

CHARACTER 1:

CHARACTER 2:

CHARACTER 1:

CHARACTER 2:

CHARACTER 1:

CHARACTER 2:



Name: _____

Date: _____

Pros and Cons

Pros and cons are the good and not so good outcomes that can happen when you make a decision. Thinking about pros and cons can help you decide if it is the right decision for you. Choose a question or topic from the current lesson you are working on and identify the pros and cons of a decision that may have to be made.









Topic: _____

 Pros	 Cons

Fillable Cards for Chart

Students can fill in the cards and cut them out to paste them into the chart



Name: _____

Date: _____

Twitter

Write a statement that answers the question in 140 characters or less.

QUESTION



QUESTION