



# Transition

T E N N E S S E E

## GET INVOLVED ACTIVITY PLAN

**Path: I Want to Continue  
My Education**  
**Lesson: Disability Disclosure  
in College**

**Learning Target:** The student will be able to understand the disability disclosure process in college and determine if there would be a need to disclose their disability given sample situations.

**Pre-ETS Connection:** Self-Advocacy and Postsecondary Counseling

**Time Recommended:** 60 Minutes

## Transition TN Additional Resources for Instructors

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- [Disability Disclosure in Postsecondary Education: A Self Advocacy Activity](#)
- [Impact of Rights and Responsibilities as Students Transition Into Adulthood](#)
- [Disability Disclosure FAQ's](#)
- [Accommodations at Community Colleges and Colleges of Applied Technology](#)
- [Teacher Tips for Working with Students Attending Community Colleges, Colleges of Applied Technology, or Traditional 4-Year Schools](#)
- [Video: What Do Accommodations Look Like in College?](#)
- [Self-Advocacy Apps](#)

## Materials

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- Computers or tablets if completing activity with technology
- Printed resources as needed (fact sheet, additional resources, student fact cards, game boards, reflection sheet)
- Dice or other method for drawing numbers (ex: drawing from a cup)

## Vocabulary Review

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- Review the suggested vocabulary using the online vocabulary review or print out course vocabulary flashcards.

## Think About

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Ask students these questions to prompt discussion and guide students throughout this activity

- What are your strengths and abilities that will help you be successful in college?
- Do you understand your disability and what supports are helpful to you?
- What are some examples of accommodations you have used in high school and do you think you will need them in college?
- Do you feel like you would need to disclose your disability when you get to college?
- What documentation should you have prepared if you decide to disclose your disability in college?

## Play the Game

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- Instruct students to play the game found on the Get Involved page.
- Students can play the game independently, work in small groups, or play as a class.



## School-Based Activity

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### Discuss:

- Instruct students to examine the fact sheet independently, with a partner, or as a group so they can become familiar with the laws regarding disability disclosure, and the responsibilities they will have as college students. After reviewing the fact sheet, use the Think About questions to prompt discussion about disability disclosure in college.

### Explain:

- Emphasize that disclosing a disability is a big decision that students need to understand in order to be strong self-advocates. It is important that students are making informed decisions and are knowledgeable about: their preferences, interests, needs, and strengths; college class requirements; accommodation needs; and, how to decide if they will need or want to disclose their disability.

### Practice:

- Students will select a [game card](#).
- Students will review the facts about the college student on the game card
- Students will locate the college or vocational class category on the game card and roll the die or draw a number
- Match the number rolled or drawn to the college or vocational class with the same number. (Ex: Student rolls a 4, so select the college or vocational class next to number 4)
- Roll or draw again and match the new number to the class requirement
- Ask students to think about what accommodations the student on the game card would need based on the college or vocational class and class requirement combination
- Remind students that it is possible that the student on the game card may not need any accommodations
- Students can roll for as many situations as time allows and can rotate through the game cards to extend the activity
- Next, students will create a “[My Game Card](#)” with information about themselves. Two options are provided.
  - o Option 1 leaves the student facts section blank and has the college or vocational class and class requirement categories pre-filled
  - o Option 2 leaves the student facts, college or vocational class, and class requirement sections blank so that students can create a fully customized game card
- Students will then roll or draw for a college or vocational class and class requirement combination
- Prompt students to think about if they would need accommodations based on the scenarios they roll
- Prompt students to discuss if they would want or need to disclose their disability based on the combination of class and class requirement they roll



## Community-Based Extension

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### Extend:

- Students will interview an employee in the Office of Disability Services or Office of Admissions at a postsecondary education program
- Help students to contact and set up informational interview. The interviews can be in-person, via email, over the phone, or virtually
- Students should interview someone from a postsecondary program that they are interested in attending (ex: 4-year university, 2-year community college, inclusive higher education, etc.)
- Download or print the [interview sheet](#) so that students can read the questions to ask and record the responses from the person they interview. After students have completed the activity, lead a discussion with the post-interview reflection.
- After students have completed the activity, lead a discussion with the post-interview reflection questions
- Students can share their results with peers or other adults

## Differentiate

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- Use students interests or goals to individualize the lesson
  - Example: If students are interested in a specific college or program, they can look up the specific classes and requirements for that program of study
- Read the content out loud to the students
- Allow students to use audio recordings
- Provide a scribe or someone to type in the answers for the student as they verbally answer the questions
- 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