Unit 4 Lesson 1

**Lesson 1**

 Rights and Responsibilities

**TIME:** 30-45 minutes

**OBJECTIVES**

Students will:

1. identify definitions that affect special education programs

2. identify personal accommodations and modifications

**MATERIALS**

1. Notebook paper

**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 day of middle school and are very excited about all of the fun things that go along with being a middle school student. Three weeks into middle school, 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. What do you do?*

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

• Have the student record their solutions on the slides.

 Problems Solutions

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o *Please take out your KWL charts.*

o *Now, take a minute to write some entries on your KWL charts.*

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

o *Individuals with Disabilities Education Act (IDEA). It is a law created to help protect the educational rights of students with disabilities.*

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

**PROCEDURE**

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 write “rights” and “responsibilities” in their own words.

Examples:

People who are responsible:

1. acknowledge that they make choices about their life
2. accept that they are solely responsible for the choices they make
3. choose the direction of their life
4. 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:

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

• Review the 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 one's actions:

1. that’s just how I am
2. I don’t want to be responsible
3. it’s too hard
4. I don’t know how
5. it doesn’t matter
6. Who cares?
7. it’s my parents’ (teacher, friends, brother, sister, etc) fault
8. life is just unfair

• Review the 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:

1. I am important and what I think matters
2. I want to learn to make better choices and the only way to do that is to practice
3. I want to be taken seriously by others
4. I want to be successful
5. I want to be happy

• Have students brainstorm a list of their responsibilities.

o *Think about some of the responsibilities you have in your life. Let's make a list of the responsibilities you have in your life right now.*

Examples:

1. walk my dog
2. turn my work in for class
3. finish my homework on time
4. take care of my school books
5. plan for my future

o *What are some consequences you might face if you choose not to take care of these responsibilities listed?*

Examples:

1. dog makes a mess in the house
2. earn poor grades in school
3. earn poor grades in school
4. have to use my money to pay for school books
5. have a difficult time being successful

• Ask students what they think Child Find means.

o *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

• Describe Section 504 and the ADA (Create a T-Chart or Venn Diagram to compare and contrast the following)

 o *There are two laws that affect students with disabilities after they graduate from high school. The two laws are Section 504 and The Americans with Disabilities Act (ADA).*

 o *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.*

 o *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 from Section 504 because it applies to more places, such as transportation (public buses), telecommunication, as well as schools.*

 o *Both Section 504 and ADA are anti-discrimination laws that focus on access.*

• Describe FAPE

o *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

• Describe accommodations.

o *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 for your schoolwork during elementary, middle school, high school and in postsecondary school.

• Describe modifications.

• Provide students an opportunity to share their thoughts and ideas aloud.

o *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 modify your schoolwork during elementary, middle school, and high school, but not in postsecondary school.

3. **Discussion point(s):** Have students create a list of their accommodations and/or modifications.

**My rights to receive:**

Accommodations:

*1. To have extra time on my test*

*2. Talk to my teacher before the test to decide when I will come in for the extra time I need*

Modifications:

*1. Write 5 pages for my World History report instead of the 7 assigned*

o *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.*

• Provide students an opportunity to share their answers.

o *Now you have identified at least one modification and one accommodation listed on your IEP. Next, you need to identify your responsibilities.*

• Provide students an opportunity to share their answers aloud.

\*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.

o *What is the IDEA?*

o *Is the IDEA important to you? Explain why or why not.*

o *Does having a law that protects you mean that you can do anything you want? Explain why or why not.*

o *Does anyone have any questions about what we covered today?*

o *Take out your student KWL chart and add your thoughts and questions to your chart.*

**STUDENT EVALUATION**

1. Participation in class discussion

2. Additions to student KWL chart as necessary