

Disclosing Your Disability LESSON Plan

Once students leave school services, disclosing their disability becomes a choice. This lesson explores when and why it disability disclosure might be important and the benefits of receiving accommodations in college. Students explore accommodations that may be available at a college.

Pro Tip: Disclosing a disability also becomes a choice at work. Discuss when it might be important to discuss disability disclosure at work.

Lesson Objective: Students will examine college accommodations that could be available if students chose to disclose their disability.

Materials Needed:

- Mark Salerno video and questions,
- Disclose Your Disability,
- Case Illustrations for Accommodations,
- College Observation Proposal Forms

1. Once you leave high school/transition program, letting others know you have a disability becomes your choice. Today we are going to talk about the pros and cons of disability disclosure.

a) Students define **disability**: *a physical or mental condition that limits a person's movements, senses, or activities.*

i. What are examples of disabilities?

ii. Can you describe your disability? Who should you disclose your disability to?

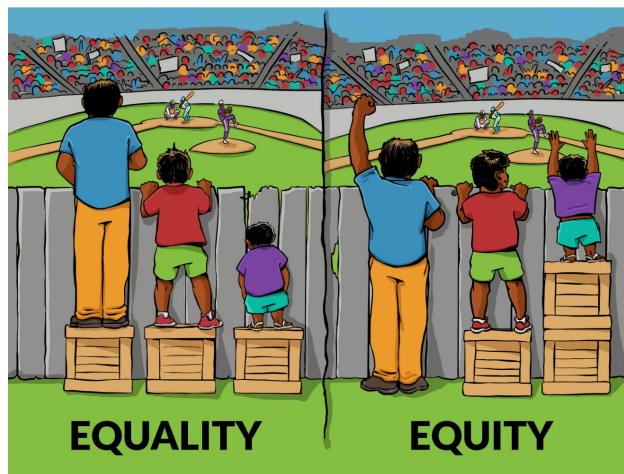
b) Mark Salerno's Story: <http://www.youtube.com/watch?v=GaB6xMHHQsQ>
(Watch from 0:00 to 2:00 then fast forward to 3:05 and watch to 4:30)

i. Students answer comprehension questions independently

ii. Come back to class and go over answers

2. Accommodations

- a) Show Equality/Equity Cartoon: What is this cartoon's message?
<https://interactioninstitute.org/illustrating-equality-vs-equity/>¹



- b) Students define **Accommodation**: *The process of adjusting or adapting something*
- i. Brainstorm demands of a college class
 - ii. What would be easy for you? What would be difficult?
- c) Students brainstorm: What accommodations did you get in High School? Make list. Would these accommodations work in college?
- i. Students discuss accommodations given at Lane Community College.
 - ii. Students observe LCC Center for Accessible Resources Handbook: <https://www.lanecc.edu/disability/student-handbook-chapter-1-student-rights-and-responsibilities> (note: Accommodations are listed in Chapter 6 through chapter 18)
 - iii. Students complete Disclose Your Disability writing assignment (You may want to assign for homework)
2. Accommodations right for you.
- a) Students break into groups (Zoom Rooms) and complete case illustration classroom activities
 - b) Come back to class and share.

¹ “Interaction Institute for Social Change | Artist: Angus Maguire.” [Illustrating Equality VS Equity - Interaction Institute for Social Change : Interaction Institute for Social Change](https://interactioninstitute.org/illustrating-equality-vs-equity/)

3. Plan to visit an accommodation office at a college.
 - a) Discuss: One of the best ways to learn more about accommodations offered in college is to schedule a visit!
 - b) Brainstorm: Where/when can you observe an accommodation office? (e.g. local community college, local trade school, when schools open again)
 - i. Who can you enlist to support contacting school and setting up a visit? *Teacher, Transition Specialist, make referral to Pre-ETS through VR.*

4. Students complete Observation Proposal Forms (note: this is the same assignment as the High School Vs College Assignment. Student can use the same form, have student add questions for Accommodation Office).