

Student Workbook

Building Self-Advocacy

Sample Lesson Plans & Activities

Transition Curriculum



Unit 2

Why Advocate?

In this unit, you will learn about the **laws** that protect you after you graduate from high school. You'll also learn about your **rights** and **responsibilities** as well as how to set **goals** to ensure **post-secondary success**. Being **self-confident** and using **self-efficacy** strategies will help you be successful in life, continuing education, and in the workplace!



Lesson 1: Rights and Responsibilities

CCSS

RI.9-10.7

TEKS

110.31.(b)(9)

Objective

What this lesson will achieve: Students will be able to understand how laws and regulations change after high school.

Goals

You'll know this lesson is successful if students can:

- Understand how the laws that protect them change after high school.
- Name and define their disability.
- Explain how their disability affects them.
- Name accommodations that work for them.
- Evaluate the pros and cons of disclosing their disability.

Key Ideas

- The laws that protect people with disabilities change when a student graduates from high school.
- There are four items a student needs to have or know to continue receiving accommodations after graduating from high school.
- The decision whether or not to disclose their disability is a serious one that students should consider.

Vocabulary

Confidential, disclose

Lesson 1 Steps:

1. **Pre-teach** lesson vocabulary by having students work independently, in pairs, or as a group, to complete the vocabulary activity in the Student Workbook.
2. **Introduce** the lesson content on rights and responsibilities in ONEder Academy.
3. **Build background** by showing students the *IDEA vs. ADA vs. Section 504* video in ONEder Academy.
4. **Model** the *Four Requirements for Receiving Services Beyond High School Activity* in the Student Workbook and then have students complete it.
5. **Reflect on Learning** by having students formative assessment in ONEder Academy.
6. **Review** the *Disclosing Your Disability* video in ONEder Academy and then discuss the pros and cons of disclosing with students.
7. **Wrap Up** the lesson by having students review what they learned and then introduce them to the next lesson.



Differentiation Strategies

Encourage struggling readers to use the **highlighted text** or **read-aloud** functions.

Model the *Four Requirements for Receiving Services Beyond High School Activity* for students using a **think aloud**.

Provide students with a completed version of the *Four Requirements for Receiving Services Beyond High School Activity* sheet that they can use as a **reference**.



Connect to Home

***Optional:** *Connect to Home* activities for this course are multi-step exercises that have students identify the path that they have taken through special education. Together with their families, students will reflect on and evaluate the special education process as they plan for transition success. Full details can be found in the Student Workbook and the activities can be assigned at any time throughout this unit.

Lesson 1: Rights and Responsibilities

In this lesson, you'll learn about how your **rights** and **responsibilities** change after high school!

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

Words You Need to Know	
<input type="checkbox"/> Confidential	<input type="checkbox"/> Disclose

Word	Definition
Sentence	

Word	Definition
Sentence	

Lesson 1: Rights and Responsibilities



Four Requirements for Receiving Services Beyond High School Activity

Directions: Fill in the table below with the four requirements you will need to know or have before you can receive services in your post-high school life.

<p>1. The name of your disability. The name of my disability is:</p>
<p>2. How your disability affects you and your work. My disability impacts in the following ways:</p>
<p>3. What accommodations you need. Some accommodations I've used before include:</p>
<p>4. Proof of your disability. I have the following proof of my disability:</p>



Lesson 2: Transition and Post-Secondary Goals

In this lesson, you'll learn how to set **post-secondary goals** for **transition success**.

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

Words You Need to Know

- Attainable
- Transition services
- Post-secondary

Word	Definition
Sentence	

Word	Definition
Sentence	

Word	Definition
Sentence	

Lesson 2: Transition and Post-Secondary Goals

IEP Transition Plan Meeting Planning

Directions: Answer the following questions.

1. What are your strengths?

2. What are your interests?

3. What are your abilities?

4. What do you want to do after high school?

- College Vocational or Technical training Work Other: _____

5. What kind of living arrangements do you want to have after high school?

- Stay where I am Live alone Live with roommates Dorm living

- Other: _____

Lesson 2: Transition and Post-Secondary Goals

SMART Goal Setting Activity

Directions: Choose one short-term and one long-term goal and then complete the chart.

Is the Goal:	Short-Term Goal:	Long-Term Goal:
Specific?		
Measurable?		
Attainable?		
Relevant?		
Timely?		

Lesson 3: Self-Efficacy

In this lesson, you'll learn how to use **self-efficacy** to build your confidence.

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

Words You Need to Know	
<input type="radio"/> Motivation	<input type="radio"/> Self-efficacy
<input type="radio"/> Self-determination	

Word	Definition
Sentence	

Word	Definition
Sentence	

Word	Definition
Sentence	

Lesson 3: Self-Efficacy

Sources of Self-Efficacy Activity

Directions: With a partner, add to the list of examples for each of the sources of self-efficacy. Try to use examples from your own life. When you're done, share your responses with the class.

<p style="text-align: center;">Mastery Experiences</p> <p>Example: You are good at basketball in gym class, so you decide to try out for the team.</p>	<p style="text-align: center;">Social Modeling</p> <p>Example: Your friends are in a successful debate club, so you decide to join too.</p>
<p style="text-align: center;">Social Persuasion</p> <p>Example: All your friends tell you that you're the best chess player in the school, so you enter a city-wide competition.</p>	<p style="text-align: center;">Physiological Response</p> <p>Example: Any time you have to speak in front of a group of people your hands get sweaty and you get knots in your stomach.</p>



Academic Vocabulary

Sources of Self-Efficacy:

- **Mastery Experiences:** Doing something well gives you confidence to do other things.
- **Social Modeling:** You see others doing something well, so you decide to try it.
- **Social Persuasion:** Others tell you that you can do it and that gives you confidence to try it.
- **Physiological Response:** Your physical response to a situation.



Lesson 4: Building Self-Confidence

In this lesson, you'll learn all about how to build **self-confidence**.

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

Words You Need to Know

- Self-confidence Self-esteem

Word	Definition
Sentence	

Word	Definition
Sentence	



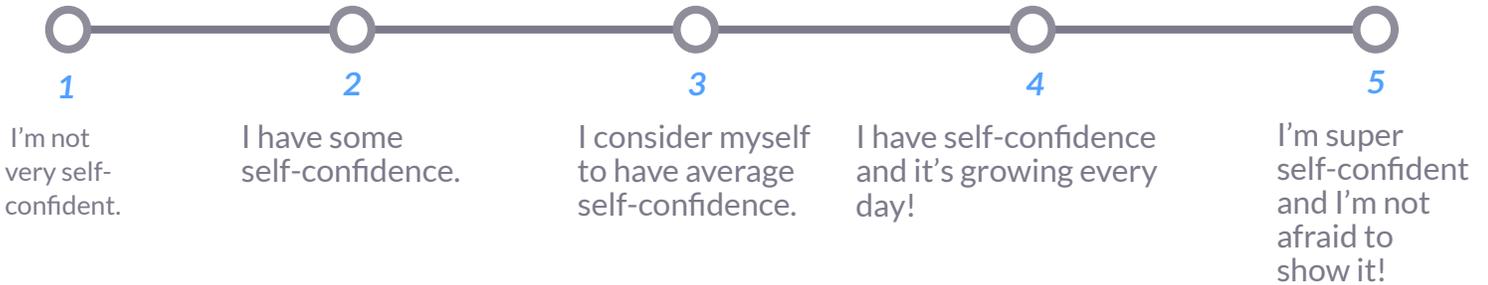
End of Unit Reflection

In this unit, you learned about how your rights and responsibilities change after your graduate from high school. What actions will you take NOW to start achieving your goals?

Lesson 4: Building Self-Confidence

Self-Confidence Builder Activity

Directions: How self-confident are you?



Directions: Complete the chart below by listing things you're good at, things others say you're good at, you want to get better at.

	Things I Know I'm Good At	Things Others Tell Me I'm Good At	Things I Want to Get Better At
School			
Home			
Work			
Community			



Unit 2: *Connect to Home* Activity

The *Connect to Home* activities for this course are multi-step exercises that have you identify the path that you have taken through special education. Together with your family, you will reflect on and evaluate the special education process by answering the following questions. Doing so will help you prepare for transition success.

In Unit 1, you reflected on the time when you were first identified and began the special education process. In Unit 2, we will continue the activity by identifying the factors that will be critical for your success after you graduate from high school. Make sure you keep this information handy for the *Connect to Home* activity in Unit 3.

Step 1: With a family member, identify 1-3 S.M.A.R.T. post-secondary goals:

1. _____

2. _____

3. _____

Step 2: What steps will you take to ensure your success in meeting these goals?

