

ACTIVITY:
DEFINING YOUR DISABILITY

The following activity is designed to help you define your disability in order to understand yourself better and begin to identify some of the accommodations you may need after leaving high school. Use these questions and prompts to begin thinking about these important issues.

1. In your own words, describe what the term “disability” means to you. _____

2. Describe your disability in clear, concise terms. _____

3. Describe how your disability may affect your postsecondary education efforts. _____

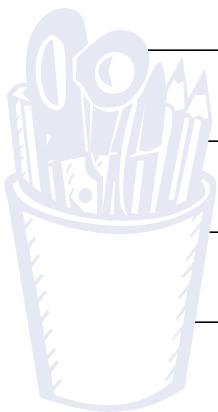
4. What accommodations, if any, will you need in college? (Think about what structures or services were put in place for you at school to help you perform on the same level as the rest of your classmates.)

5. Describe how your disability may affect your work performance. _____

6. What accommodations, if any, will you need at work? (Remember that many of the skills necessary in school are also necessary at work.)

NOTES





ACTIVITY: RECOGNIZING DISCRIMINATION



Recognizing discrimination when it occurs is an important first step in confronting and eliminating it. Read the following examples and identify who is being discriminated against and in what way. Reflect on how you would feel if you were the person with the disability in each example. How would you handle the situation?

Laura goes to a restaurant.

Laura goes with her friends to a pizza parlor. There are stairs to the entrance but no ramp. When Laura and her friends request assistance to get into the building, the manager refuses, citing liability risk.

Your reaction: _____

John applies for a job.

John wants a job after school to earn money to buy his first car. He goes to a local sub shop and asks for an application. He has trouble completing the job application because of his learning disability in reading. He asks if the application could be read to him. The personnel director says, "No, you must complete the application on your own."

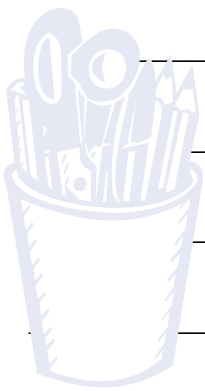
Your reaction: _____

Tyrell enrolls in a class.

Tyrell has a learning disability. He is a freshman in college and is required to take a writing course. His disability makes it very difficult to complete his writing assignments on time. When he discloses his disability to the professor, the professor suggests he withdraw from the class.

Your reaction: _____

NOTES 



ACTIVITY:

SMALL GROUP POSTER ACTIVITY



Using the basic facts about the ADA on pages 4-14 to 4-15 in Appendix A at the back of this unit, form a small group and develop a collage poster on one of the five Titles of the ADA using pictures and words from magazines, newspapers, the Internet, or other sources. Remember that the collage is meant to communicate information about the selected Title to its viewers. Here are some suggestions for getting started.

- **Employment Group (Title I):** Think about all of the different steps it takes to get a job (that is, everything from the application to the interview). Think about the employers who have responsibilities under the ADA and the individuals who are protected.
- **State and Local Government Group (Title II):** Think about all the activities in your community that are funded by the state or local government. Consider the rights and responsibilities of both individuals with disabilities and government entities (including schools and transportation).
- **Public Accommodations Group (Title III):** Read through the description of public accommodations and find pictures and words reflecting these supports and services.
- **Telecommunications Group (Title IV):** Think about the groups of people with disabilities that use telecommunication tools and assistive technology most often at school and in the workplace. Include information about a relay center.
- **Miscellaneous Provisions Group (Title V):** Think about requirements relating to the conditions surrounding insurance, construction, and design regulations by the U.S. Access Board.

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