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Self-Advocacy for Students with Disabilities

Adriana Garcia-Rojas

California State University of Monterey Bay

Self-Advocacy for Students with Disabilities

Students with learning disabilities often have difficulty advocating for themselves when it comes to their rights, personal learning strategies, and building self-esteem. Students with learning disabilities may be limited in understanding their rights when it comes to accommodations in their school setting and they may be unaware of learning strategies which may support their success. Some of these students may have low self-esteem, which may hamper their ability to advocate for themselves. Given these limitations, I have prepared a three day lesson plan to support students with learning disabilities. These lessons will allow students with disabilities to advocate for themselves. These lesson are designed for RSP (resource specialist program) students between the ages of 14 and 18 at Greenfield High School in Greenfield, California.

Laws and Regulations

There are three central laws which protect students who have been diagnosed with a learning disability. One is the Individuals with Disabilities Education Act (IDEA), which provides students with educational rights to a free appropriate public education in the least restrictive environment (Krueger, 2000). Another law is the Rehabilitation Act of 1973, Section 504, which enabled reauthorization and expansion on existing laws which helped individuals with physical or mental disabilities to become employed, self-sufficient, independent and part of the society (Krueger, 2000; Stone, 1996). Finally, The Americans with Disabilities Act of 1990, which expands on the non-discrimination provided by Section 504 on the bases of Title I employment, Title II public services, Title III transportation, and Title IV telecommunications (Krueger, 2000; Stone, 1996). Such laws are some of the safeguards to ensure people with

disabilities have an equal opportunity to access and participate in activities provided by public entities, including schools. In the past, people with disabilities have been rejected, segregated, misunderstood, and mistreated due to fear and ignorance. Since the 1940's to today parents and advocates have been gathering resources and people to change the education environment for those individuals with disabilities (Mash & Wolfe, 2016). However, everyday people including those with disabilities, may not know what rights are afforded to them within these laws.

Zurcher and Bryant (2001) found that students who access their disability accommodations have higher tests scores and an overall higher grade point average. Students who are ignorant of their rights, may not perform well and have a lack of advocacy which may hurt students' academic performance in the classroom. If children understand their disability and have parental support, such knowledge can be a protective factor for students with disabilities (Singer, 2005). Furthermore, without asserting their accommodations and adequate use of learning strategies, students end up with low academic achievement which leads to lower self-esteem, and eventually to dropping out of school (Mash & Wolfe, 2016). Additionally, complicating their ability to further their education and/or future employment opportunities as adults (Mash & Wolfe, 2016).

Learning Differently

Many students with learning disabilities may struggle with basic comprehension skills which limits their ability to access content and make adequate progress in classroom settings (Poch & Lembke, 2018). However, there are many learning strategies from which students with learning disabilities can benefit. For example, Poch and Lembke (2018) suggest activating prior knowledge, visualization, summarizing, identifying key details, practicing, modeling, auditory

supports, chunking large assignments, and cooperative group work as strategies to help those with disabilities. Research has supported that students with disabilities who are able to access accommodations, academic learning strategies, and work hard are more successful than those students who work hard without any academic learning strategies (Heiman & Preceel, 2003; Meltzer, Katzir-Cohen, Miller, & Raditi, 2001). If students are able to acknowledge the results of their effort and hard work when implementing strategies, then it may increase self-esteem and willingness to work hard; plus, the use of such strategies will continue across school settings (Meltzer, Katzir-Cohen, Miller, & Roditi, 2001). Poch and Lembke (2018) suggested two comprehension strategies, anticipation guides, and double entry journals (DEJ) to facilitate students' comprehension in most subject matter areas. Heiman and Preceel (2003) suggested students with learning disabilities may benefit from making short notes, highlighting facts, oral explanations or visual explanations.

Self-Esteem

Having a positive self-esteem has been correlated with academic success. However, having a negative self-esteem can be detrimental in a child's education (Thompson, 2012). Positive self-esteem enables adolescents to communicate feelings and emotions in many situations, this includes access to accommodations in the classroom (Thomson, 2012). For adolescents, being part of the norm within their peers group is essential to the development of healthy self-esteem (Singer, 2005). Hiding their disability and/or fighting back when teased may lead to the development of socioemotional problems by internalizing or externalizing disorders to cope with their feelings (Singer, 2005). Cooperative skills such as learning together for a common goal may help students gain social competence skills which may facilitate

communication with peers and teachers (Holopainen, Lappalainen, Junttila, & Savolainen, 2012). If students are able to increase their academic success and communication skills, then their self-esteem will increase leading to overall better outcomes.

To increase students' knowledge of their rights and responsibilities and to contribute in raising students' self-esteem, I plan to deliver three lessons about their rights, learning strategies, and self-esteem building to RSP students at Greenfield High School in Greenfield, California.

Theory Application

According to Mash and Wolfe (2016), learning disabilities have been used to describe learning and communication challenges beyond the normal range of challenges of other classmates in the same age or grade level. Many crucial decisions are made during the high school age period and are dependent on the student's achievements and guidance of trusting adults such as parents, teachers, coaches, and friends (Steinberg, 2017). An essential aspect of autonomy during this age period is establishing more independent norms, such as college applications, driving, and transition plans required by law once a student with disabilities turns seventeen years old (Steinberg, 2017).

Bandura's Social Learning Theory states that adolescents not only learn from reinforcing behavior but also from imitating those around them such as friends, peers, celebrities, and family members (Steinberg, 2017). Bandura's Social Learning Theory implies that children are capable of learning from their social and cultural environment. During high school, students with learning disabilities need to build coping skills to succeed socially and academically once they transition out of high school. Advocating for themselves is a coping skill to overcome the

challenges of living with disabilities in an imperfect world which may not always provide them with what they need.

Bandura's Self-Efficacy Theory, a subcategory of Bandura's Social Learning Theory suggests individual gain or lose self-efficacy or self-confidence from four major areas. According to Bandura's Self-Efficacy Theory, one of the most important factors in increasing an individual's ability to gain self-efficacy is through performance. If an individual is successful when performing a task again and again, it will increase his or her self-efficacy and the student will be encouraged to keep trying even if there are setbacks (Bandura, 2009). However, if he or she fails at a tasks again and again it will decrease the individual's sense of self-efficacy. The second factor Bandura's theory suggests which contributes to self-efficacy is an individual observing others succeeding at a given task, if others can, then they are more likely to believe they too will succeed. The third factor is verbal persuasion which also influences a person's self-efficacy levels which is motivating a children through verbal encouragement into believing he or she is able to succeed. When others around an individual believes in his or her ability, he or she is more likely to believe it for him or herself and succeed. Bandura, Barbaranelli, Caprara, and Pastorelli (1996) suggested that the higher parental self-efficacy in a child's academics, the higher the child's self- efficacy will be. Finally, the fourth factor is a person's physiological cues such as anxiety, nervousness, tension, fired up, among others may also influences an individual's self-efficacy levels (Bandura, 2009). By teaching high school students laws which protect individuals with disabilities, teaching learning strategies others have used to be successful in school, and teaching self-esteem strategies; students will be able to self-advocate

for their educational rights. Bandura's et al (1996) research also suggest, the higher self-efficacy an individual has the more options he or she will obtain and be more likely to succeed.

The inability of some individuals with disabilities to be aware and proactive in understanding their rights and strategies which work for them, may limit the range of content they may access in academic settings (Meltzer, Katzir-Cohen, Miller, & Roditi, 2001). Heiman and Precel (2003) suggested more students with disabilities are reaching college but they lack appropriate academic skills and strategies to succeed. However, Mastropieri and Scruggs (2018) also suggested that students rely on others to advocate for them because the rights transition to the individual once he or she turns eighteen years of age. It is vital students learn about their rights to be able to assert them to be more successful in academic settings, instead of relying on others. Research suggests adolescents in high school need to get involved in the decisions making process because once he or she turns eighteen, they will be responsible to attend and help the IEP team make appropriate accommodations based on their needs in any educational or career related settings.

Consideration of Diversity

The Greenfield High School demographics in 2016-2017 school year included, Black or African American 0.3%, American Indian or Alaska Native 0%, Asian 0.4%, Filipino 0.1%, Hispanic or Latino 97.3%, Native Hawaiian or Pacific Islander 0%, White 1.6%, Two or More Races 0.2%, Socioeconomically Disadvantaged 80.8%, English Learners 28.4%, Students with Disabilities 9.1%, Foster Youth 0.1% (GHSSARC, 2017). I would expect my participants would reflect the demographics of the school. For the three-day lesson I will be implementing, students must be English proficient to access the curriculum. Since the majority of the school population

is Hispanic or Latino, participants may have culturally-based ideas about the educational system such as trusting teacher to know what they are doing without questioning it. For example, if the school personnel has establish ideas they are less likely to question or oppose them. The lessons will be tailored to support low educational background students and might not apply to other students outside a low income community. Since this project is specifically created for students with mild to moderate disabilities, it may not be applied to students in the general education population, or students with severe special educational needs. However, this curriculum may also apply to parents with low levels of literacy who have young children with disabilities to be able to advocate for the rights of their children.

Outcome 1

By the end of the lesson, students will be able to apply the Americans with Disabilities Act (ADA) and/or other laws in a given scenario.

Outcome 2

By the end of the lesson, students will be able to recall and apply a learning strategy they are likely to use in the future.

Outcome 3

By the end of the lesson, students will be able to practice self-esteem strategies and choose one they are likely to use in the future.

Method

On three consecutive days, twelve Greenfield High School students between the ages of fourteen to seventeen will take part in a 3-day lesson to increase their self-advocacy through learning about educational right for students with disabilities, learning strategies, and

self-esteem. Each student will receive a folder with a copy of the presentations, a pencil, and paper to take notes if necessary. To help increase participation, students will receive prizes and a ticket for a raffle on the last day at the end of the closing activity.

On day one, I will introduce myself and I will tell the students it is the first of a three day lesson. Then, all the people in the class will introduce themselves and I will thank them for participating. I will go over the ground rules for the lessons: to be respectful, honest, do their best and to have fun. Then, we will review the learning outcome and the three laws which protect students with disabilities, see appendix A. Within the presentation there will be three videos <https://youtu.be/3XMndYNEGFA>, <https://youtu.be/cgviLQyLjrs>, and <https://youtu.be/qb7jBbp-EXE>. Finally, I will give the students their homework and students will take a quiz online through Kahoot.com, see appendix B.

On day two, I will welcome the students back and I will do a short review of what was taught the day before. I will ask, “Who did their homework?”, (the homework was to bring a question based on the laws participants learned the day before) and I will answer any questions. Then, we will review learning strategies (See appendix C). Then, I will teach the students about the importance of using effective learning strategies. Following the first learning strategy, there is an example given and I will ask the students whose strategy worked best: Leslie’s, LeeAnn’s, or Nora’s? Next, I will teach the second strategy: retrieval studying and practice retrieval studying see appendix C. The students will do an activity where I will give them a list of words and they will write or draw words they associate or link to the words: math, quarter, soccer, and English. I will ask for a volunteer to share what they drew or wrote to illustrate the learning strategy. Finally, I will introduce the last strategy which is interleaving. The students will get

into groups of three to practice making a plan for interleaving studying. As their final activity, students will do their exit ticket; this is a one sentence saying one learning strategy they learned today, how they will use in the future, and why they choose that strategy. I will go over the homework, Students need to tell someone at home or tell a friend about a strategy they learned and ask them to share a strategy they find useful.

On day three, I will welcome the students back and we will begin by reviewing the laws they learned on Monday and the learning strategies from Tuesday. Following the review I will ask for volunteers to share if they did their homework. Then, they will practice three self-esteem strategies: positive self talk, journaling, and having a mantra, see appendix D. I will start by discussing what self-esteem is and its importance. Then, we will do an activity called *The Lemon Exercise* to show them how powerful their mind and words are, see appendix E. The first strategy students will learn about is affirmations, these are positive statements you tell yourself. The second strategy students will learn is journaling and students will have 3-5 minutes to practice journaling by choosing a day prompt. See Appendix F for the prompts. The last strategy students will learn about is a mantra, and students will have 3-5 minutes to practice writing a mantra, see appendix G. Students will do a sentence about one self-esteem strategy they learned and they are likely to use in the future. Finally, they receive their homework which is to share with a study skills classmate something they learned during their three days, see appendix D. To conclude the three day lesson plans, I will conduct a raffle.

Results

Although all of the outcomes were not met by the participants, all of the participants were engaged in the lessons and activities. Most of the students were taking notes even though they

were not required to do so. See appendix N. The first learning outcome was that students will be able to apply the Americans with Disabilities Act (ADA) and/or other laws in a given scenario. The highest score participant could have achieved on the kahoot quiz online was an 8 out of 8, but the highest was only 4 out of 8 questions which is only 50% of the questions correct; two students got 3 out of 8 which is only 38% correct; four students got 2 out of 8 which is only 25% correct; one student got 1 out of 8 which is only 12.5% correct ; three of the students got 0 t of 8 which brought down the average to 24%. See table 1. Given the low average of the quiz scores, the outcome was not met. Laws are complex ideas for adults, so it is understandably reasonable for adolescents to average such low scores. Applying knowledge is a higher level thinking skill which most adolescents might not have mastered yet. Although the average was very low, at least the students were exposed to the laws which protect their right to an education. Students only had thirty seconds to answer each question, which may have also limited their ability to look at their notes.

By the end of the second day, the learning outcome was that students will be able to recognize a learning strategy they are likely to use. In the first activity, the students agreed that Nora had the best studying strategy, spaced practice. A volunteer said, “Nora” because she had the best grade by studying for short periods of time and the entire group agreed. For the second activity, I gave participants a group of words and they had to write or draw pictures of the words as the learning strategy of retrieval. On average, 8 pictures or words were dawn by the participants. See table 2, to teach them about retrieval, see appendix H for examples. In the final three person group activity, the participants had to come up with a plan to study for 3 coming tests. Even though the groups did not explicitly use the names of the strategies, 50% of the

groups used 2 out of 3 learning strategies, and 50% of the groups used 3 out of 3 learning strategies. See table 3. See examples of the responses in appendix I. All of the students were engaged, and the groups had to vote for the winning plan to study using the learned strategies. Finally, for the exit ticket, students wrote one sentence expressing one learning strategy they learned that day, and they were likely to use in the future. 11 out of the 12 participants used one or more strategies, and one participant did not use any of the strategies discussed but still wrote his strategy was to have fun; 8 out of 12 indicated they were likely to use spaced practice, 3 out of 12 were likely to use interleaving; 5 out of 12 were likely use retrieval. See Table 4. Such results suggest 92% of participants understood and will use the learning strategies in the future to study, see appendix J. Based on the given evidence, I can say the learning outcome was met.

The third learning outcome was that students will be able to practice self-esteem strategies and choose one they are likely to use in the future. In the first activity, I began with a discussion about self-esteem. I then spoke to students about affirmations. After the students learned about journaling, 12 out of 12 practiced writing a response to one of the self-esteem journaling prompts. See table 5. 100% of the students successfully answered one of the prompts. See appendix K to find example of the responses. Then, students created a mantra using what they had learned about affirmations. All of the students participated and successfully completed the first part of the self-esteem prompts. I then asked students to create a short sentence or phrase which would bring back the feelings they had when they accomplished their biggest achievement to create their Mantra. Only 3 out of 12 participants successfully build their mantra. See table 5. 9 out of 12 participants had somewhat of an idea to create their Mantra, but did not quite build it. See appendix L. For the final activity, students had to come up with one

sentence about one or more self-esteem strategies they had learned, and they were likely to use in the future. 10 out of 12 participants chose 1 self-esteem activity they were likely to practice in the future. See table 6. 2 out of 12 participants chose 2 self-esteem activities, they were likely to practice in the further. See table 6 and appendix L for examples. Based on the given results I conclude, students met the learning outcome.

Discussion

Although the students did not meet all of the outcomes, the students learned a lot from the lessons. The students were engaged in the lessons and were taking notes even though note taking was not required. The students were able to learn about the laws most of them had never heard of before. One of the students said, “I did not know that colleges can give students accommodations,” and they wanted to learn more about offices at college campuses, even though the learning outcome was not met. The the students appreciated the use of technology with the online quiz. In addition, the activities were helpful in maintaining students’ engagement, even though there may have been too many on the last day. The strategies practiced will help participants to have more self-efficacy. Using Albert Bandura's Self-Efficacy Theory students practiced effective strategies to be more successful in school which in turn will help them gain academic confidence and self-esteem. In the scenarios and videos students saw modeling situations in which laws protect people with disabilities. Affirmations, writing a mantra, and journaling will give students the verbal persuasion needed to succeed, especially during difficult times.

On the first day, time went by quickly, and, although I had about 45 minutes, the introductions and getting set up took a bit longer than anticipated. Some of the students were not

English proficient additionally students have disabilities, which may have limited their ability to do well when applying the laws to the given scenarios. If students were to have more than 30 seconds to answer the questions, I believe they would have performed better. For many of the participants, this activity was the first time learning about the laws by which people with disabilities are protected. The students did not expect homework, but assigning it made them think about what they had learned.

On the second day, the group activity was a success, but due to time constraints discussions were limited. The activities were easy enough that all the students participated in them. Students brought their homework, which was to bring a questions based on the laws they had learned, and I then opened the discussion for review.

On the last day, there were too many activities scheduled and not enough time for the discussion. On the previous day, the group activity to come up with a plan to study was a success, but took too long. I had to skip some parts to allow for the other activities. Although the students were participating, they needed more time to practice self-esteem strategies. If students would have had more time, they would have been able to elaborate on their ideas for the journal entry and the mantra. Assigning students homework was a success, due to the fact it enabled conversations and participation between the students and the presenter about the topic.

Overall, the students learned about the educational rights afforded to students with disabilities. Students learned about the importance of learning strategies and how using them will allow for better grades and less overall frustration. Learning about self-esteem is crucial for all adolescents, especially for students with disabilities. Knowing that self-esteem does not just appear, but is like a muscle and must be built to be strong.

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Table 1

Laws Quiz results

Participant	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	# correct	%correct
P1	x		x	x			x		4	50%
P2		x		x		x	x		4	50%
P3		x	x			x			3	38%
P4	x	x						x	3	38%
P5	x							x	2	25%
P6				x				x	2	25%
P7	x					x			2	25%
P8		x		x					2	25%
P9					x				1	12.5%
P10									0	0%
P11									0	0%
P12									0	0%
Total	4	4	2	4	1	3	2	3	23	24%
Total %	50%	50%	25%	50%	12.5%	38%	25%	38%	24%	24%

Note: Each x represents the participant got it right.

Table 2

Learning strategy retrieval practice

Participants	Math	Quarter	Soccer	English	# of pictures and words
Participant 1	x	x	xx	x	5
Participant 2	xx	x	x	x	5
Participant 3	xxxx	x	xxx	xxx	11
Participant 4	xxx	x	xxxx	xx	10
Participant 5	xxxxx	xx	xxx	xx	12
Participant 6	xxx	xx	xx	x	8
Participant 7	xxxxx	x	x		7
Participant 8	xxxxxx	xxx	x	xx	12
Participant 9	xxxxx	x	x		7
Participant 10	x		x	x	3
Participant 11	xxxx	xx	xxx	xx	11
Participant 12	xx	x	x	x	5

Note: Each x represents a word or symbol the participant wrote on their paper as I was giving them the list of words.

Table 3

Learning strategies with a group

Groups	Spaced practice	Interleaving	Retrieval	# of Strategies
Group 1	x	x	x	3
Group 2	x		x	2
Group 3	x	x		2
Group 4	x	x	x	3
Total	4	3	3	10

Table 4

Learning strategies individually, exit ticket

Participants	0 Strategies	Spaced practice	Interleaving	Retrieval	# of Strategies used
Participant 1		x	x		2
Participant 2		x	x		2
Participant 3		x			1
Participant 4				x	1
Participant 5		x			1
Participant 6				x	1
Participant 7			x		
Participant 8		x		x	2
Participant 9		x			1
Participant 10		x		x	2
Participant 11		x		x	2
Participant 12	x				0
Total	1	8	3	5	12

Table 5

Self-esteem strategies practice

Participants	Affirmations	Journaling	Mantra	# of strategies practiced
Participant 1		x	x	2
Participant 2		x	.5	1.5
Participant 3		x	.5	1.5
Participant 4		x	x	2
Participant 5	x	x	.5	2.5
Participant 6		x	.5	1.5
Participant 7	x	x	.5	2.5
Participant 8		x	.5	1.5
Participant 9	x	x	.5	2.5
Participant 10		x	.5	1.5
Participant 11	x	x	x	3
Participant 12		x	.5	1.5

Note: Each x represents the participant was successful practicing the activity and .5 was given when it was partially completed.

Table 6

Self-esteem strategies participants will use in the future

Participants	Affirmations	Journaling	Mantra	Will use in the future
Participant 1			x	1
Participant 2		x		1
Participant 3		x		1
Participant 4			x	1
Participant 5		x	x	2
Participant 6		x		2
Participant 7	x		x	1
Participant 8		x		1
Participant 9		x		1
Participant 10		x		1
Participant 11	x		x	1
Participant 12		x		1
Total	2	7	5	14

Appendix A

Powerpoint presentation on laws and regulations which protect students with disabilities.

Laws and Regulations

By Adriana Garcia-Rejas

Learning Outcome

- By the end of the lesson students will be able to apply one law which protects individuals with disabilities in a given scenario.

What's fair?

History

- All children in the US have the right to a free public education, however this was not true for all students.
- Before federal legislation was passed many times students with disabilities were denied services in schools.
- Students with disabilities can be served preferably within the general education population. However, if needed additional support services can be provided, up to an all day program.

Individuals With Disabilities Education Act (IDEA)

- Established in 1975
- Amended several times since, most recently in 2004
- All children 3-21 regardless of type or severity of disability are entitled to a **free appropriate, public education (FAPE)**.
- There are 13 disability categories: specific learning disability, speech or language impairment, intellectual disability, emotional disturbance, multiple disabilities, hearing impairment, orthopedic impairment, other health impairment, visual impairment, Autism, Deaf-blindness, traumatic brain injury, developmental delay.

<https://www.hi.edu/idea/>

Vocational Rehabilitation Act (Section 504)

- The Vocational Rehabilitation Act of 1973 & reauthorized as the Carl D. Perkins Career and Technical Education Act of 2006.
- Prevents discrimination against individuals with disabilities in any institution which receives money from the government or provides for FAPE.
 - Schools and the workforce.
- This section is especially important for students who do not qualify under IDEA but have a significant learning problem physical or mental.

<https://www.hi.edu/504/>

Americans with Disabilities Act (ADA)

- Signed into law in 1990
- Reasonable accommodations
- Non-discriminatory practices be provided to individuals with disabilities
- Appropriate modifications in classes beyond the high school years.
 - colleges and universities

<https://www.hi.edu/504p/ADA/>

Lets Practice

- Get your phone or use a surface
- log on to kahoo.it
- <https://create.kahoot.it/share/laws-%2F864-ba42-488f-beff-98ab%2F1E3C95>

Homework

- Bring a question for tomorrow based on what you learned today.

Appendix B

Online kahoot it quiz on laws and regulations.

Kahoot.com quiz

Q1. Beto is 15 years old and has a learning disability which law protect his rights to FAPE? a.

IDEA. b. Americans with Disabilities Act (ADA). c. Section 504. d. None of the above.

Q2. Johnny needs reasonable accommodations at his workplace, which law protects his rights to

them? a. IDEA. b. Americans with Disabilities Act (ADA). c. Section 504. d. None of the above.

Q3. Ana a college student needs reasonable accommodations under which law will she be

protected? a. IDEA. b. Americans with Disabilities Act (ADA). c. Section 504. d. All of the above.

Q4. Juana 3 is intellectually disabled which law provides for a free appropriate, public

education. a. IDEA. b. Americans with Disabilities Act (ADA). c. Section 504. d. None of the above.

Q5. Nestor is applying to a job which law protects his rights? a. IDEA. b. Americans with

Disabilities Act (ADA). c. Section 504. d. None of the above.

Q6. Lupita applied to a CSU she was rejected due to her disability which law protects her. a.

IDEA. b. Americans with Disabilities Act (ADA). c. Section 504. d. All of the above.

Q7. If a student with disabilities needs the answers to a test which law protects him or her? a.

IDEA. b. Americans with Disabilities Act (ADA). c. Section 504. d. None of the above.

Q8. Adam needs a flexible school schedule, he is not covered under IDEA which law protects

him? a. IDEA. b. Americans with Disabilities Act (ADA). c. Section 504. d. All of the above.

Key: a,b,b,a,d,b,d,c

Appendix C

Learning Strategies powerpoint presentation.

LEARNING STRATEGIES


By Adriana Garcia Rojas

LEARNING OUTCOME

- By the end of the lesson students will be able to recognize one learning strategy they are likely to use in the future.

WHY ARE LEARNING STRATEGIES IMPORTANT?


- Each student needs to find learning strategies that work for him/her.
- Students with disabilities that use learning strategies are more successful in school.
- Less time studying more time enjoying life.
- Less frustration, more productive learning.



STRATEGY #1: SPACED PRACTICE


Does NOT work!

- Cramming study time
- Ringe studying the night before
- High levels of stress
- You're more likely to forget it after the test.




Does WORK!

- Spacing out studying time
- Studying for 20-30 minutes at a time
- Long term memory
- Reduces study time in the future



STRATEGY #2: RETRIEVAL

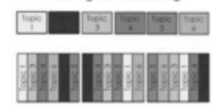
- Make a list of the topics!
- Close your notes & book and write what you remember
- Use specific concrete examples you can relate to.
- Elaborate, ask, expand, connect!



STRATEGY #3: INTERLEAVING

- Distribution of topics into several days
- Change study topics
- Review what you study before
- Add a new information every time!

Blocking vs interleaving



EXIT TICKET

- One learning strategy I learned today and I will use in the future is
- Because.....

HOMEWORK

- Tell someone at home or a friend about one strategy you learned today and ask them about a learning strategy that works for them!

Appendix D

Self-esteem strategies powerpoint presentation.

SELF-ESTEEM
BY ADRIANA GARCIA-ROJAS

LEARNING OUTCOME
By the end of the lesson students will be able to

- Practice self-esteem activities
- Choose one activity they are likely to practice in the future.

SELF-ESTEEM

What it is?

- "The degree to which individuals feel positively or negatively about themselves" (Mash & Wolfe, 2017).

What it is, Not?

- Selfishness
- Narcissism
- Self-confidence however it helps to build your self confidence

WHY IS IT IMPORTANT TO WORK ON SELF-ESTEEM?

- Because it does not grow on trees!
- You have to build it like a muscle.

Strategies to build self-esteem include:

- Positive self talk
- Journaling
- Having a Mantra.

STRATEGY ONE: AFFIRMATIONS

Affirmations are positive statements you tell yourself everyday, especially when you are having a rough day.

Affirmations start with the words "I AM"

Affirmations are always positive, short, specific, in the present tense, and include words that end in "ing".

Affirmations have a feeling word in them

- Confidently, successfully, or gracefully.
- They are about yourself.

I am loved beyond comprehension

STRATEGY TWO: JOURNAL

- Positive self reflection though journaling has been found to improve self-esteem.
- It helps reflect on a person's emotions and overall personal evaluation.
- It helps to read really good days on really bad ones!

STRATEGY THREE: MANTRA

- Ultimate positive statement
- Others don't have to understand it
- Like a positive affirmation it will give you a boost of positivity

God grant me the
SERENITY
to accept the things
I cannot change, the
COURAGE
to change the
things I can and the
WISDOM
to know the difference

TIME!

- In one sentence, write at least one self-esteem strategy you learned today that you will practice in the future.

I AM
STRONG
I AM
BEAUTIFUL
I AM
ENOUGH.

HOMEWORK

- Share what you learned with a classmate from your study skills class.

Appendix E

The lemon exercise.

To see how powerful your mind and words are. We are going to do an exercise called the the Lemon Exercise. Please close your eyes and Imagine you are in a kitchen somewhere. On a bench is a basket of lemons. You reach out and select a ripe yellow lemon. You feel the weight of the lemon in your hand..., you slide your fingers over the smooth waxy skin... feel the dimpled texture... You lift the lemon to your face and breathe in that lemony smell... and then you slice the lemon open. As the bright yellow flesh is exposed you see the juice run out... a lovely lemony citrus aroma fills the room. You cut a slice and put it in your mouth. You bite down on it the juice runs over your tongue... your mouth fills with the taste of lemon juice...

Did your mouth water?

Appendix F

Self-esteem journal prompts.

Self-Esteem Journal

MON.	Something I did well today...	
	Today I had fun when...	
	I felt proud when...	
TUE.	Today I accomplished...	
	I had a positive experience with...	
	Something I did for someone...	
WED.	I felt good about myself when...	
	I was proud of someone else...	
	Today was interesting because...	
THUR.	I felt proud when...	
	A positive thing I witnessed...	
	Today I accomplished...	
FRI.	Something I did well today...	
	I had a positive experience with (a person, place, or thing)...	
	I was proud of someone when...	
SAT.	Today I had fun when...	
	Something I did for someone...	
	I felt good about myself when...	
SUN.	A positive thing I witnessed...	
	Today was interesting because...	
	I felt proud when...	

Appendix G

Building my Mantra! Worksheet.

Building my Mantra!

A. Make a list of your biggest achievements 3-5.

B. Rate your items 1-10.

C. Select 1 item that makes you feel the most confident, self assured, and strong.

D. Make it in to a short sentence remember you can start it with I AM.....

E. Use your Mantra everyday, especially when times get hard.

1. _____

2. _____

3. _____

4. _____

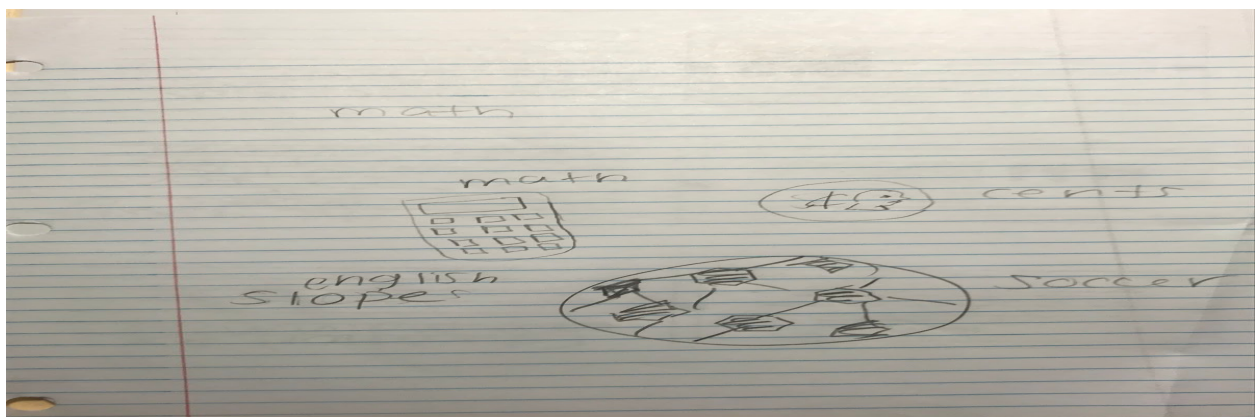
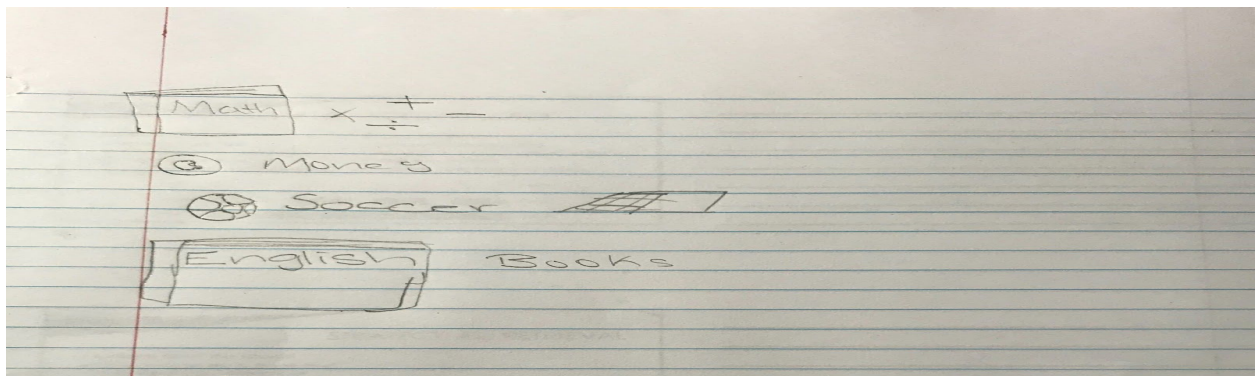
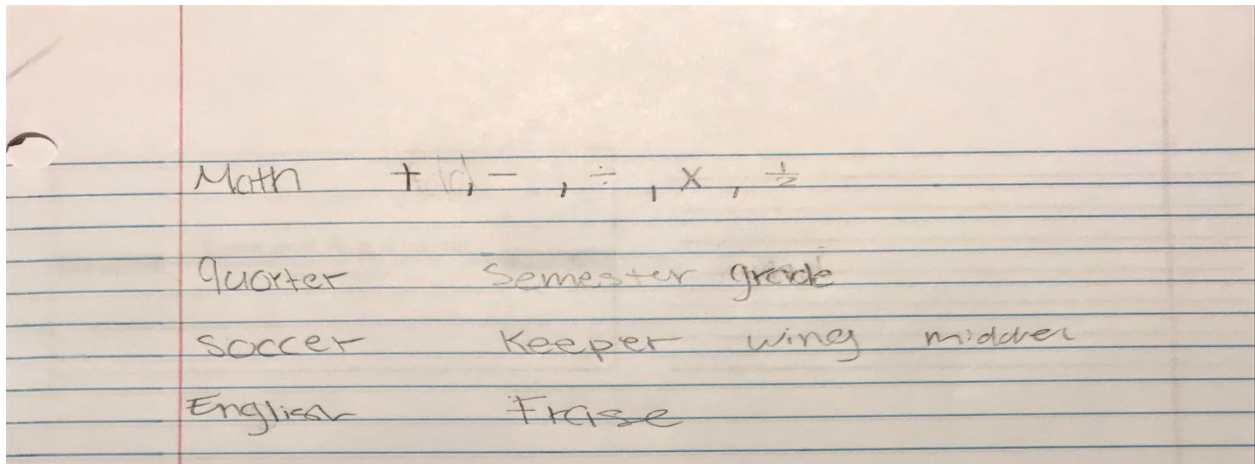
5. _____

My Mantra!

Result Appendices

Appendix H

Retrieval activity using the words: Math, Quarter, Soccer, & English



Appendix I

Group activity to come up with a plan to study

I have math english and science test
half an hour for each assignment mon-thur
Study buddy on wensday
before test go over your notes for 10 min.

15 15 15
E M S MTWTF
1/2

Monday we study for 25min
and write down what we
know no notes.
Tuesday we study for 15mins

Appendix J

Student's exit ticket to choose one learning strategy.

One learning strategy that I learned today and will use in the future is study different subjects different times because it will help more.

What learned and used in the future as much hours you study not everyone remembers the next day. That's why I will study for 15 minutes and written down notes to practice because practice makes perfect.

One learning strategy I learned today and I will use in the future is the Space Practice. Because I have a higher chance on get a good grade and I learn more.

Appendix K

Journaling practice

Self-Esteem Journal

MON.	Something I did well today...	I did my work
	Today I had fun when...	I always have fun
	I felt proud when...	I gave advice
TUE.	Today I accomplished...	my essay
	I had a positive experience with...	my teacher
	Something I did for someone...	

Self-Esteem Journal

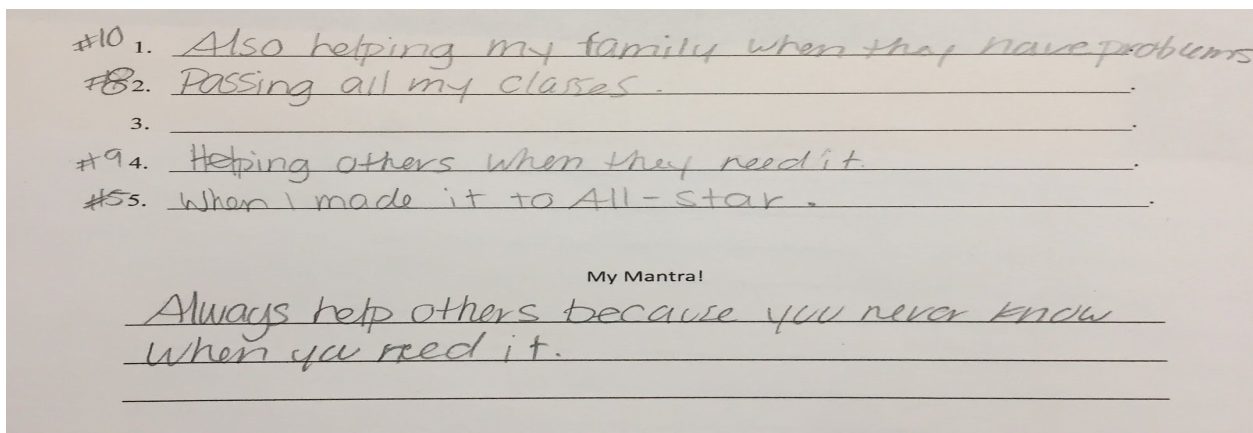
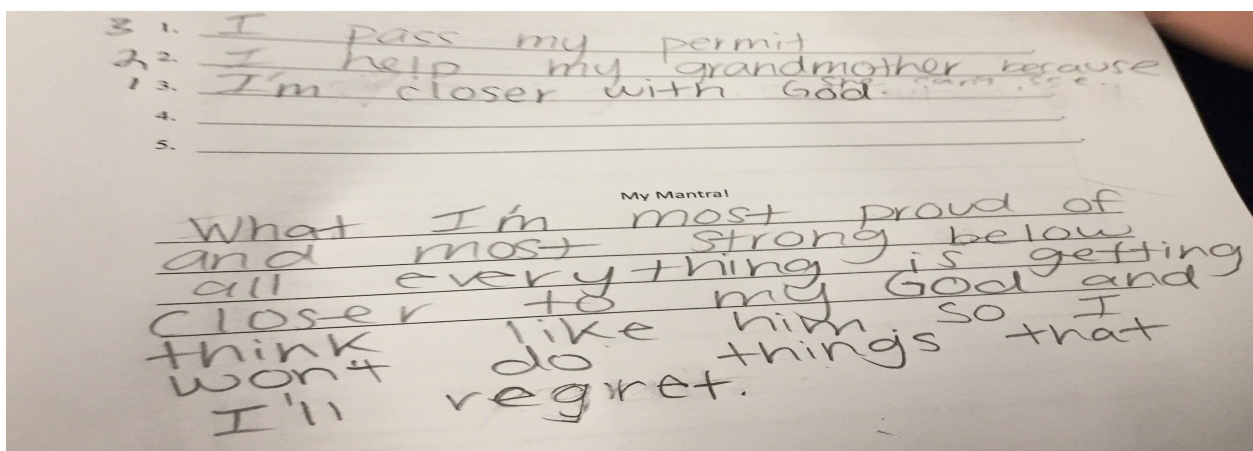
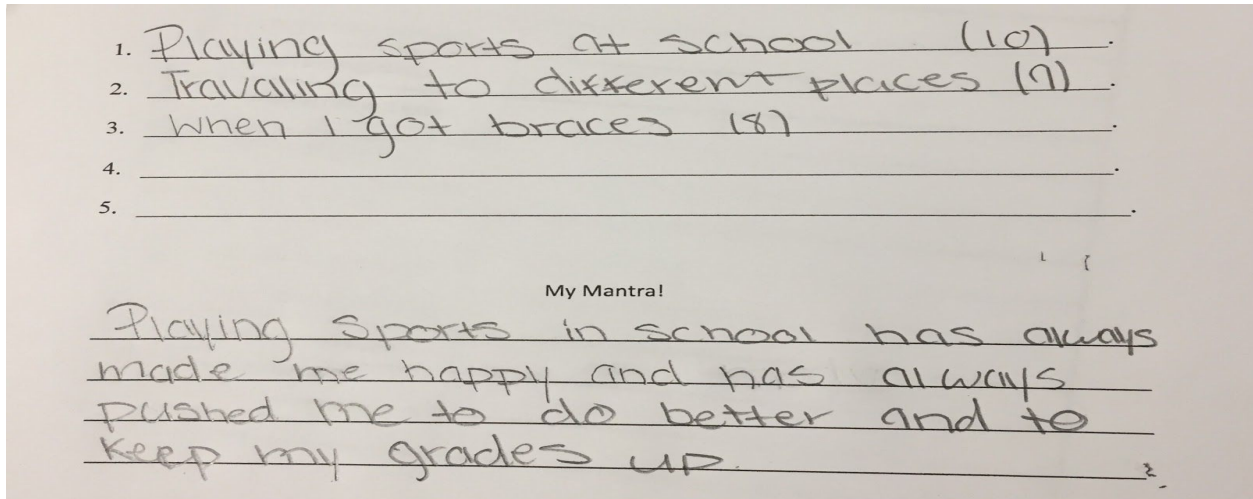
MON.	Something I did well today...	
	Today I had fun when...	
	I felt proud when...	
TUE.	Today I accomplished...	being in a good mood.
	I had a positive experience with...	one of my friends.
	Something I did for someone...	was help them out with a problem

Self-Esteem Journal

MON.	Something I did well today...	
	Today I had fun when...	
	I felt proud when...	
TUE.	Today I accomplished...	a class in my credit recovery
	I had a positive experience with...	in my classes.
	Something I did for someone...	I helped someone in art.
	I felt good about myself when	

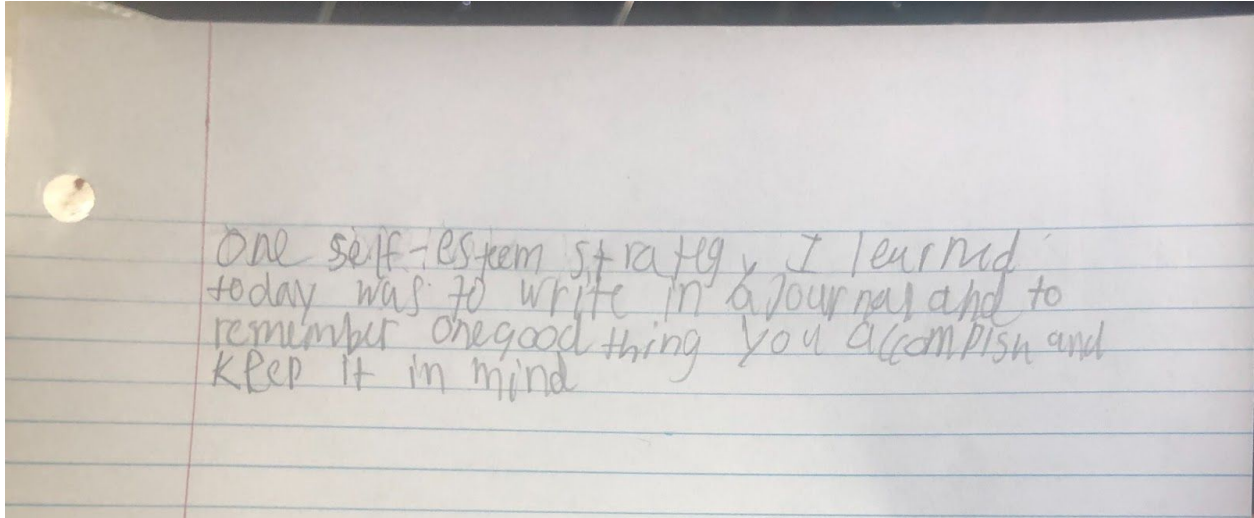
Appendix L

Building My Mantra

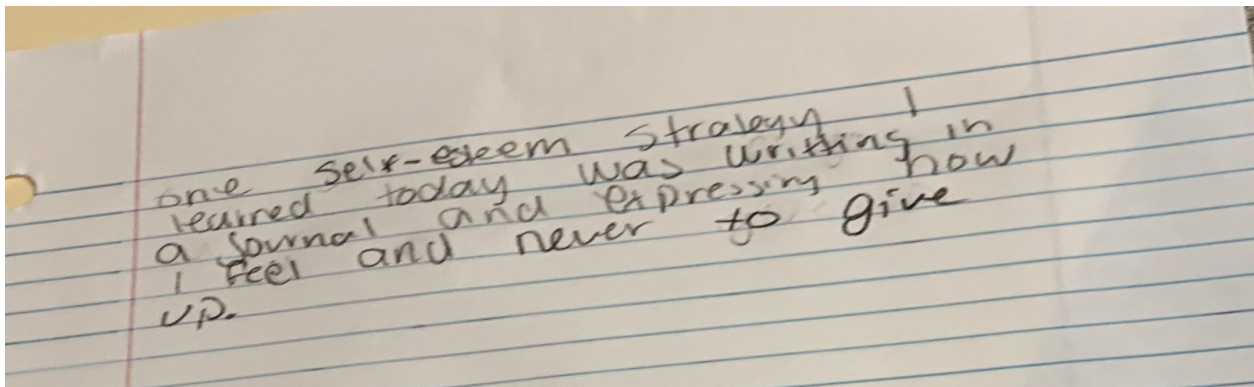


Appendix M

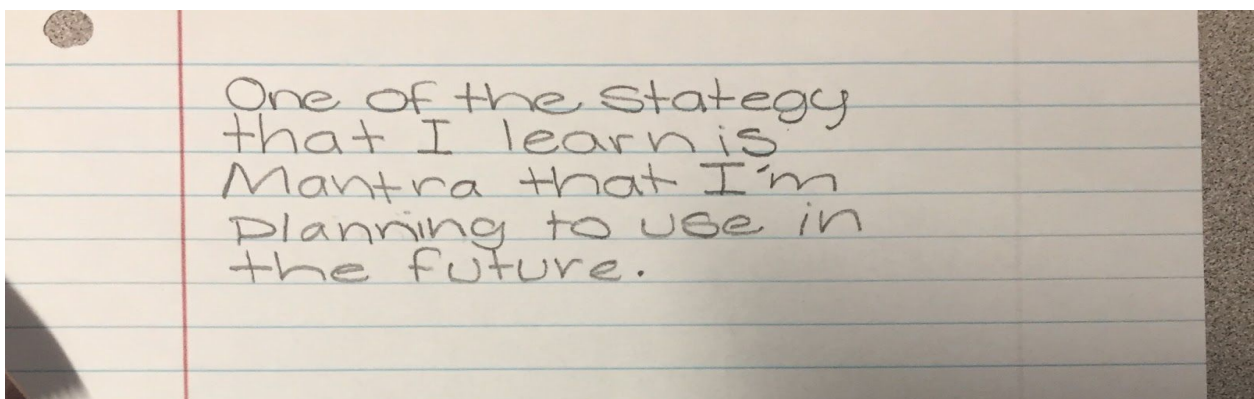
Choosing one self-esteem strategy to use in the future.



One self-esteem strategy I learned today was to write in a journal and to remember one good thing you accomplish and keep it in mind.



One self-esteem strategy I learned today was writing in a journal and expressing how I feel and never to give up.



One of the strategy that I learn is Mantra that I'm planning to use in the future.

Appendix N

Notes students took during the lesson

What's fair?

Not everyone gets the same thing as the other person. There's people that need more or less.

Americans with Disabilities Act (ADA)

- Signed into law in 1990
- Reasonable accommodations
- Nondiscriminatory practices be provided to individuals with disabilities
- Appropriate modifications in classes beyond the high school years
 - colleges and universities

The way you are with disabilities doesn't matter to still study and be someone in life.

Americans with Disabilities Act (ADA)

- Signed into law in 1990
- Reasonable accommodations
- Nondiscriminatory practices be provided to individuals with disabilities
- Appropriate modifications in classes beyond the high school years
 - colleges and universities

Some people are afraid to say that they have a learning disability. So there's DSO to help you out with college.

Americans with Disabilities Act (ADA)

- Signed into law in 1990
- Reasonable accommodations
- Nondiscriminatory practices be provided to individuals with disabilities
- Appropriate modifications in classes beyond the high school years
 - colleges and universities

You can have accommodations in college. The accommodations in college are different than high school.

Appendix N

Final presentation



Self-Advocacy for Adolescents with Disabilities

BY
ADRIANA GARCIA-ROJAS



Need

Individuals with disabilities have difficulty advocating for themselves
 Limited knowledge of their rights
 Find personal learning strategies
 Low self-esteem

Albert Bandura's Self-Efficacy Theory

1. **Mastery Experience:** Successfully practicing a skill multiple times.
2. **Social Modeling:** Learning through watching others succeed at a given task.

Self-Efficacy Continued...

3. **Social Persuasion:** Verbally hearing others and/or themselves believe in their ability.
4. **Physiological State:** Physical symptoms such as anxiety, nervousness, tension, and fired up.

Learning Outcomes



By the end of the lesson, students will be able to...

1. Apply the Americans with Disabilities Act (ADA) and/or other laws in a given scenario.
2. Recall and apply a learning strategy they are likely to use in the future.
3. Practice self-esteem strategies and choose one they are likely to use in the future.

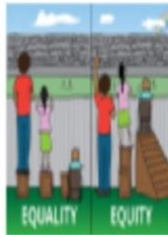
METHOD



- ❖ 12 GREENFIELD HIGH SCHOOL STUDENTS. 14-18
- ❖ 3-DAY LESSON PLAN
- ❖ 40 MINUTES EACH LESSON

Day 1 Law and Regulations

- ✓ Individuals with Disabilities Education Act, IDEA 1975.
- ✓ Vocational Rehabilitation Act, Section 504.
- ✓ Americans with Disabilities Act (ADA) 1990



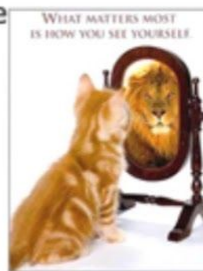
Day 2 Learning Strategies

1. **Space practice:** Studying for short periods of time 30 min.
2. **Retrieval:** Studying just using a list of topics, close book to see what you remember.
3. **Interleaving:** Distribution of topics into several days

Day 3 Self-esteem

You have to build it like a muscle.

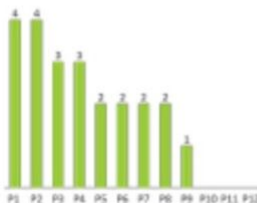
1. Affirmations
2. Journaling
3. Having a mantra.



Results

Students will be able to apply the Americans with Disabilities Act (ADA) and/or other laws in a given scenario.

Kahoot Quiz
correct

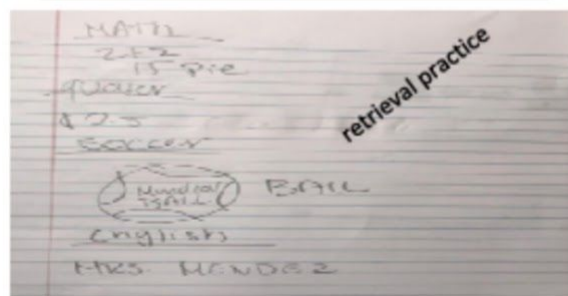


- 8 quiz questions

Beto is 15 years old and has a learning disability which law protects his right to FAPE? **IDEA**

Outcome Not Met!

Students will be able to recall and apply a learning strategy they are likely to use in the future.



GROUP ACTIVITY

Monday we will study for 25 min and write down what we know no notes. Tuesday we study for 15 min.
E-15M-15 S-15 MTWTF

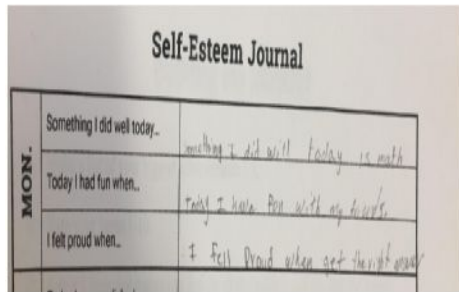
EXIT TICKET

“One learning strategy I learned today and I will use in the future is the spaced practice. Because I have a higher chance on get a good grade and I learn more”.

Students will be able to practice self-esteem strategies & choose one they are likely to use in the future.

◆ Affirmations using I am statements

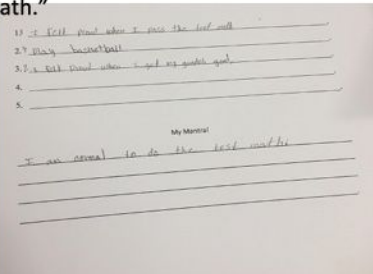
Outcome Met!



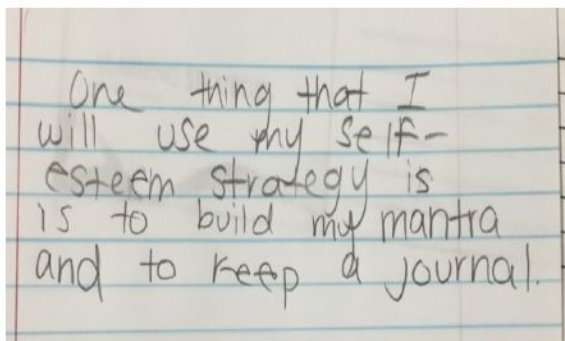
“Something I will today is math
Today i have fun with my friends.
I fell proud when get the right answer”

Building a Mantra

- 3) I felt proud when I pass the test math.
 - 4) Play basketball.
 - 2) I felt proud when I got my grades good.”
- Mantra:** “I am normal to do the test math.”



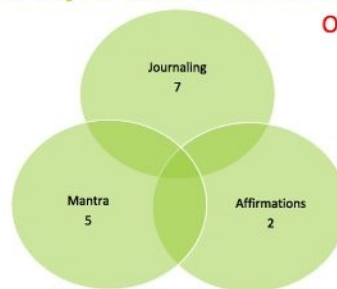
Self-esteem Journal Prompt



EXIT TICKET

Students will be able to practice self-esteem strategies & choose one they are likely to use in the future.

Outcome met!



Outcome Met!

Discussion

- * Students learned from the lessons even though all the outcomes were not met.
- * More time to elaborate on their ideas and answers.
- * Having activities helps to keep students engaged.
- * Giving students homework, encourage discussion at the beginning of day 2 and day 3.
- * Technology, YES!

Thank you!
Questions?