

Handout #1: Know Your Rights Multiple Choice Assignment

Directions:

Read the booklet, *Know Your Rights*, published by the Learning Disabilities Association of BC and the Law Foundation of BC. Respond to each question by circling the correct response.

Read the selection on the Top 5 facts about Learning Disabilities.

- 1) What is the prevalence of people with a learning disability?
 - a) One in every ten people has a Learning Disability.
 - b) One in every twenty people has a Learning Disability.
 - c) One in every hundred people has a Learning Disability.

- 2) Read Fact 1: People with LD are smart. What kind of intelligence does a person have to have in order to have a Learning Disability?
 - a) People with LD have below average intelligence.
 - b) People with LD have average to above average intelligence.
 - c) People with LD have a different kind of intelligence

- 3) What is revealed about LD in Fact 2?
 - a) There are many kinds of LD.
 - b) LD can run in families
 - c) Teachers can assess a Learning Disability

- 4) Read Fact 5: There are lots of things that can help LD. According to this section, what are some important things you can do to help yourself?
 - a) Understand what your particular LD is, and recognize and use your strengths to help you learn.
 - b) Spend more time learning test-taking strategies.
 - c) Find out if there is a difference between how you are doing with school tasks and how you should be doing given how smart you are

Read the selection on Adaptations and Modifications

- 5) What are three adaptations that might assist you or another student?

**Self-Advocacy in High School Lesson Series:
A Guide to Supporting Students with Learning Disabilities in British Columbia**

6) Complete the following statements about adaptations:

The above list describes changes in the way things are done, not in what is being taught. These changes level the _____. They do not give you an _____ advantage over the other students. Being on an adapted program does not affect your letter grades.

Read the selection: Your Individual Education Plan (IEP)

7) Why do students with a LD have an IEP?

- a) An IEP helps the school meet your special learning needs. It also helps you plan educational goals for yourself.
- b) An IEP lists your grades in your classes.
- c) An IEP lists the 25 hours of support that you need

8) "An IEP is developed by one of your teachers who talks to everyone involved in your education at an IEP meeting. You can be involved in the planning process and meeting." Is this statement true or false?

- a) True
- b) False

9) "If you have special learning needs, the principal of your school will assign one of your teachers to be your case manager. A case manager is in charge of seeing that your IEP is developed and that all your teachers are aware of it. The case manager arranges the meetings where you and your guardians can discuss your IEP. He or she is also the person you should see if you have questions or concerns about your education." Is this statement true or false?

- a) True
- b) False

10) Who is your Case Manager at the school?

11) Your IEP may contain:

- a) Any adaptations to help you in the classroom such as having your books on tape, having extra time to write tests, or sitting closer to the board, etc.;
- b) any extra help you may need such as counseling services or speech/language therapy, etc.
- c) all of the above

**Self-Advocacy in High School Lesson Series:
A Guide to Supporting Students with Learning Disabilities in British Columbia**

- 12) What should you do first if you are not receiving the supports listed in your IEP that you need?
- Make sure you or your parents speak to the teacher and make them aware of your IEP.
 - Contact the principal to make him or her aware of your IEP
 - Write a formal letter of complaint to your Case Manager
- 13) In an IEP meeting, it's your education that everyone will be discussing. Your opinions are an important part of this discussion and an IEP meeting is a great opportunity for you to let your teachers know what works well for you and what does not. What should you do if you are not invited to your IEP meeting and want to participate?
- Wait for an invitation to the next meeting
 - Talk to your guardians or your teachers about including you.
 - Complain to the Principal
- 14) "Your IEP can be changed- even after a meeting." Is this statement true or false?
- True
 - False
- 15) What is the first step you should take if something is not being followed in your IEP?
- If you find that a teacher isn't following your IEP, you have the right to discuss it with him or her and request that it be followed.
 - If you find that a teacher isn't following your IEP, discuss it with the principal.
 - If you find that a teacher isn't following your IEP, consider an appeal.
- 16) What should you do if something is not being followed in your IEP- even after discussing it with your teachers?
- If you find that a teacher isn't following your IEP, request another meeting with the teacher.
 - If you find that a teacher isn't following your IEP, discuss it with your Case Manager or the principal.
 - If you find that a teacher isn't following your IEP, consider an appeal.

Read the section: Your rights, roles and responsibilities

- 17) What is the principal's role in your IEP?
- The person responsible for making sure your IEP is written and followed.
 - The person responsible for writing your IEP
 - The person responsible for following and implementing your IEP in the classroom.

**Self-Advocacy in High School Lesson Series:
A Guide to Supporting Students with Learning Disabilities in British Columbia**

- 18) What is the teacher's role in your IEP?
- a) The person responsible for making sure your IEP is written and followed.
 - b) The person responsible for writing your IEP
 - c) The person responsible for following and implementing your IEP in the classroom.
- 19) What is the Case Manager's role in your IEP?
- d) The person responsible for making sure your IEP is written and followed.
 - e) The person responsible for writing your IEP
 - f) The person responsible for following and implementing your IEP in the classroom.
- 20) Because teachers have many more students in secondary school, things can be more easily overlooked or forgotten. What should you do first if you think a teacher is not following your IEP?
- a) Speak to him or her about it after class or after school.
 - b) Contact the principal
 - c) File an appeal
- 21) What are your parent's rights in regards to your IEP?
- a) Attend meetings where your Individual Education Plan is being discussed
 - b) Appeal any decision made that significantly affects your health, safety or education.
 - c) Receive reports from the school about your attendance, behaviour and your progress.
 - d) All of the above
- 22) What are your rights as a student?
- a) To receive help in a timely way and in a manner that meets your learning needs
 - b) To be treated fairly and to have your concerns heard and acted upon.
 - c) To have your school records and IEP kept confidential.
 - d) All of the above
- 23) If a decision, or the failure to make a decision, about your education significantly affects your health, safety or education, you have the right to have the situation reviewed. What is this called?
- a) Ombudsman
 - b) IEP
 - c) An appeal

**Self-Advocacy in High School Lesson Series:
A Guide to Supporting Students with Learning Disabilities in British Columbia**

Read the section: FAQ

- 24) How can I have a say in what happens to me at school?
- a) You can request opportunities to talk to your teachers and/or guardians about what works best for you and how things should be done.
 - b) You can attend the IEP planning meeting to discuss your feelings and ideas.
 - c) You can request that an IEP meeting take place to review your concerns.
 - d) All of the Above