

## **Lesson 3: Developing Knowledge of Rights**

### **Guidelines for Lesson Administration**

These lessons can be administered to individuals or small groups of students. If working with groups of students, it is highly recommended that participating students and their parents/guardians provide consent for participation and that there is a detailed description of the lesson contents and what information will be shared amongst participants. If working with groups of students, careful consideration will be needed to protect privacy and respect individual confidentiality as much as possible. It is the lesson administrator's responsibility to ensure that the lesson plan delivery conforms to school district policies and provincial/federal laws.

### **Qualifications for Lesson Administration**

It is recommended that these lessons be administered by an educator who has some training in special education policies, practices, and assessment.



#### **Preparation Required Prior to Lesson Administration**

Students who participate in this lesson should be aware that they have a learning disability and have a very basic understanding of how their learning disability impacts their learning. It is recommended that an educator reviews the student's IEP and psychoeducational assessment in an individual meeting prior to commencing lesson number one.

### **OVERVIEW & PURPOSE**

Test, Fowler, Wood, Brewer & Eddy (2005) indicate that for students to become successful self-advocates, students need a knowledge of self, a knowledge of rights, and the communication skills to advocate. This third lesson introduces students to the rights they are entitled to as a student with a learning disability in British Columbia. Many researchers and educators have identified this type of lesson as critical to the development of self-advocacy skills, but much of the research has been based in the United States and consequently focuses on American law and policy (Summers, White, Zhang & Gordon, 2014; Phillips, 1990). This lesson will focus on the rights of students in British Columbia, Canada.

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**OBJECTIVES**

1. Students will be able to define the term 'IEP', and explain the roles and responsibilities of administrators, teachers, parents/guardians, and students in regards to an IEP.
2. Students will have a further understanding of their rights as a student with an IEP in the British Columbia educational system.

**MATERIALS NEEDED**

1. Learning Disability Association of BC's booklet: *Know Your Rights* (paper or electronic copy)
2. Handout #1: *Know Your Rights Multiple Choice Assignment*
3. Electronic Devices with access to the Internet
4. Online Accessibility Features as needed (Ex. Text to Speech Software)

**LESSON (60 minutes)**



***Incorporating Indigenous Ways of Knowing and Learning:*** *When beginning the lesson with a small group, you may wish to acknowledge that you are learning on the traditional territory of the local First Nation through a circle process. The process can also be used to support connection and belonging.*

1. Review Prater, Smith Redman, Anderson & Gibb's (2014) definition of Self-Advocacy and its importance:

**Self-Advocacy:** To speak up and ask for what you need

**Importance of Self-Advocacy:** Self-Advocacy helps you take charge of your life and be more independent

2. Introduce students to the concept that every student in British Columbia has rights and responsibilities and that the goal of today's lesson is to learn more about the rights of a student with an Individual Education Plan (IEP). Explicitly state that the more knowledge they have of their rights as a student, the better they can self-advocate.

3. Share the learning intentions with the student or small group that you are working with:

*Learning Intention 1: Students will be able to explain their rights and responsibilities as a student with an IEP.*

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*Learning Intention 2: Students will develop a better understanding of how to advocate for the accommodations and supports they need in the classroom.*

**4. Activity #1: Know Your Rights.**

- a) Provide a paper copy, electronic copy, or online access to the text: *Know Your Rights* ([http://ldasvi.bc.ca/wp-content/uploads/sites/24/2015/06/rights\\_student.pdf](http://ldasvi.bc.ca/wp-content/uploads/sites/24/2015/06/rights_student.pdf)). Also provide students with paper or electronic copies of Handout #1: *Know Your Rights Multiple Choice Assignment*.
- b) Read *Know Your Rights* aloud, or have students independently read the text in an electronic format so that accessibility features can be accessed.
- c) Have students complete Handout #1 and review the answers. You may wish to break up the assignment into sections for reading and reviewing of the answers.



**Educator's Note:** *Emphasize the points that students with learning disabilities have average to above average intelligence, and that accommodations are related to equity and fairness.*

**5. Conclusion:** Have students share something they learned in today's lesson. Ask students to consider how knowing their rights can assist with self-advocacy. Inform students that their next lesson will focus on how to communicate their rights and what they need to their teachers.

**ASSESSMENT**

1. Successful completion of Handout #1.
2. Communication of something learned about rights in final discussion.