

**INDEPENDENT ASSIGNMENT  
INSTRUCTION: TRANSITION  
ESTIMATED TIME: 4 WEEKS****LEARNING OBJECTIVE**

To understand the myriad factors involved in helping students with disabilities to explore different vocational choices.

**OVERVIEW**

Teachers often influence their students' vocational choices. When advising a student who has a disability, it is important that teachers are aware of accommodations that can offset weaknesses that a disability may create. (For instance, a student who is deaf and who wishes to be a telephone operator need not be hindered by his lack of hearing. Telecommunication Devices for the Deaf [TDD] phones are widely available.) However, in order to consider appropriate accommodations, a thorough understanding of the disability is required. The activity below is designed to foster the more thorough understanding of certain disabilities, the acceptance of accommodations for students with disabilities, and promote thoughts on how to advise students with disabilities on vocational matters.

**ACTIVITY**

1. Choose a disability that has the same first letter as your first name (for example: Anna = autism; Donna = deafness, Bill = blindness). If there is no disability that corresponds with the first letter of your name, pick the next letter in your name and continue until you find a match.
2. Imagine that you have acquired your assigned disability by the age of five and answer the following questions:
  - a. How would this disability affect your education?
  - b. How would it affect you socially?
  - c. What would be your plans after completion of high school?
  - d. What career would you choose and why?
  - e. What kind of accommodations would you need in this career?
3. Select and read a book that involves your disability.
4. Write a summary of the book. Keeping in mind what you have read, go back to the questions above and see whether you would change any of your answers. Explain why you would or would not change them.