

Lesson Plan

Objectives: To teach students with mild handicaps: a) to **discriminate whether or not their legal rights have been violated** in certain interpersonal situations, and b) a **general complaints process** to redress rights violation.

Setting and materials: Classroom and community setting could be used. Possible community settings include a living unit in an apartment building for persons with disabilities, the recreation room at the apartment building, and a discount department store. An overhead projector, screen, transparencies, videocassette recorder, telephone, and a telephone directory of agencies frequently used by persons with disabilities.

Content taught

A. Specific Rights

I. Personal Rights: Rights to which one is entitled as a member of society.

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| • Right to marry | • Right to have and raise children |
| • Right to show physical affection to a person of the opposite sex | • Right to vote |
| • Right to use birth control | • Right to get help when voting |
| | • Right to get driver's license |

II. Community Rights: Rights to which one is entitled when living in the community.

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| • Right to get a job | • Right to housing |
| • Right to a minimum wage | • Right to privacy |
| • Right to proper notice if you are being fired | • Right to repairs if renting |
| • Right to safe working conditions | • Right to have visitors of your choice when renting |
| • Right to equal consideration for promotion and other benefits | • Right to use public facilities |

III. Human Service Rights: Rights to which one is entitled as a consumer of human services

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| • Right to services | • Right to look at your records |
| • Rights to advance notice of any change in assistance | • Right to go to staff meetings |
| • Right not to have your records shown to anyone | • Right to refuse to participate in or withdraw from research anytime |
| | • Right to quit services anytime |

IV. Consumer Rights: Rights to which one is entitled as a buyer of products.

- Right to be told the truth about products
- Right to choose what to buy
- Right to buy safe products
- Right to have action taken on your complaint

B. Redressing Rights

1. An assertion of one's rights (e.g., "You have no right to ...")
2. An explanation of why one's rights were violated including a statement of conditions that were met (e.g., "I paid the fees, passed the tests, and filled out all the necessary forms")
3. When complaining to the supervisor or advocacy agency personnel, a description of what already was done to resolve the problem (e.g., "I talked to the sales desk and his supervisor, and neither of them would help me")

Teaching procedure

A. Discrimination Training Procedures for four General Legal Rights Categories

1. Define first general rights category (i.e., Personal rights).
2. Present first specific right (i.e., right to marry).
3. Present conditions for first specific right (i.e., marriage license, blood test, money to pay the fee, fill out the necessary forms).
4. Present scenarios illustrating violations and non-violations of first specific right.
5. Present second specific right, with steps 2-4 repeated until all specific rights in the general rights category are presented.
6. Within General Rights Category Interspersal – scenarios from all specific rights in the first general rights category are presented in arbitrary order.

Subsequently the rest of the rights can be presented in the same order and the final step would involve presenting scenarios from specific rights in the first, second, third, and fourth general rights categories.

B. Redressing Legal Rights Violations

1. Teacher presents written instructions regarding how to redress rights violations on overhead transparencies, and reads them aloud.
 - a) The first textual cue states the sequence of persons to whom participants should speak when responding to a rights violation.
 - b) The second transparency states the verbal components that should be included in the description of the problem to each of the above personnel.
 - c) The third transparency presents a checklist of behaviors to redress a rights violation that chains the responses from the first two transparencies.
 - d) After the teacher removes the third transparency, she asks participants questions regarding how to redress a rights violation.

2. Next a videotape is presented portraying staff role-playing how to redress rights violations for one scenario for each of the four general rights category. Students are given a redressing rights violations checklist (based on three-step procedure described above) for each of the videotaped scenario and are told to mark each response on the checklist as it occurred on the tape.
3. Following the videotaped role-plays students individually engage in behavioral rehearsal. The teacher chooses participants with whom to role-play and presents scenarios and role-play as during testing. Those who do not actively participate observe the role-play while completing the redressing rights violation checklist. Participants are given specific verbal feedback on errors made during role-play to each of the three parties. Following feedback, participants role-play the steps again. If students still do not perform correctly, the teacher models the correct responses, and students imitate.

Method of evaluation

Students are given scenarios and are required to discriminate whether or not their rights had been violated and, if they had, to emit the behavioral chain to redress a rights violation. Response-contingent feedback is not provided.

Lesson plan based on: Sievert, A. L., Cuvo, A. J., & Davis, P. K. (1988). Training self-advocacy skills to adults with mild handicaps. Journal of Applied Behavior Analysis, 21, 299-309.