

Lesson Plan

Objective: To teach college students with disabilities to become **empowered** by the Americans with Disabilities Act 1990 (ADA) (i.e., to obtain these civil rights in a higher education setting).

Setting and materials

University setting; classrooms, financial aid office, computer lab, transportation, dormitory and an occupational therapist.

Content taught

Possible Obstacles

1. Architectural Barriers
 - Bathroom accessibility
 - Classroom/laboratory
 - Dining facilities
 - Library
 - Recreational/sports
 - Residence hall
2. Class schedules/full credit hours
3. Financial need
4. Grade point average requirement
5. Peer group non-acceptance
6. Support system loss
7. Tests
8. Time for daily routine
9. Transportation
10. Work for ten hours per week
11. Precarious health status

External

Possible Resources

ADA Title III, Accommodations

ADA Title III, Accommodations

Financial Aid/vocational rehabilitation

Learning resource center

Disabled student's organization

Counseling center

ADA Title III, Accommodations

Flexibility in scheduling classes

ADA Title II

ADA Title I

Health Center/rehabilitation specialists

Internal

1. Expectations to succeed
2. Impatience with self
3. Loneliness
4. Health concerns
5. Loss of self-esteem

Motivations/determination

Ability to learn to cope

Willingness to make new friends

Educated in caring for self

Strategies learned in counseling and continuation of counseling

Skill in using power-load margin to act proactively

Teaching procedure

In this case study, an occupational therapist helped a young man use the resources of the ADA to overcome obstacles in the following areas:

- **Employment:** Employment was sought in the university computer lab due to personal interest. environment of the lab were restructured, the client would be able to perform the job. The surge monitor. The room can be re-arranged so that a wheelchair can maneuver between rows of can move about and the swing door could be enlarged and be made to swing out, which would
- **Transportation:** needs to be wheel-chair accessible and the university with its contracting agency agreed to para-transit services for students with wheelchairs.
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Because of the size of the rooms, two people cannot share the rooms if one uses a wheelchair have a room all to himself and this was provided at the same cost of a double room. Additional raised toilet seat, hooks within reach, a shower caddy, shelf for catheter supplies (needed by the doors. As student wished to play the piano, which was on a raised platform, a ramp was
- **Academic and Curriculum Accommodations** Physical education, a requirement for the significant accommodations and the client was not interested so, the university made provisions university also made provisions to accommodate student's disabilities in the classroom, the classes as typically required by the degree program.

The occupational therapist conducted an assessment in the rehabilitation facility, in the client's home independence. Specifically at the university, the client along with the occupational therapist toured Data on the number and type of accommodations used were also gathered.

: Marzouk, D. K. (1992). Using the Americans with
The American Journal of Occupational Therapy, 46, 450-456.