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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Correctional Services |
| **Lesson/Unit Title** | Accommodating the Disabled |
| **TEKS Student Expectations** | **130.333. (c) Knowledge and Skills**  (8) The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities.  (A) The student is expected to apply the appropriate procedures for use with individuals who have mental disorders, physical disabilities, communication disorders, and atypical behaviors;  (B) The student is expected to execute protocols to provide appropriate assistance to people with disabilities and impairments; and  (C) The student is expected to analyze the impact of the Americans with Disabilities Act on inmates and correctional staff. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   1. Define key terms 2. Apply the appropriate procedures for use with individuals who have mental disorders, physical disabilities, communication disorders, and atypical behaviors 3. Execute protocols to provide appropriate assistance to people with disabilities and impairments 4. Analyze the impact of the American Disabilities Act on inmates and correctional staff |
| **Rationale** | The correctional system is home to many individuals with disabilities. These individuals are entitled to accommodations to help them in their daily lives during incarceration. They are afforded the same rights as offenders without disabilities. |
| **Duration of Lesson** | 12 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | * Accommodating Disabilities in Corrections Key Terms Handout * Communicating with a Mentally Ill Person Handout * Dealing with a Mentally Ill Person Handout * Paper * Butcher paper or poster board * Rulers or yard sticks |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Do an internet search for a video fault lines mental illness in American prisons.  As a class discuss how housing offenders with mental disabilities impact the primary function of the correctional facility. Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | **Key Points**   1. Key Terms 2. **Mental Disability** – developmental or psychological disorders, such as retardation, organic brain syndrome, emotional illness, and specific learning disabilities 3. **Accommodations** – specialized housing units, treatment in regular housing, diversion to other institutions and services 4. **Mental Illness** – a group of disorders causing severe disturbances in thinking, feeling and relating—they result in substantially diminished capacity for coping with the ordinary demands of life 5. **Developmental Disabilities** – “normal” development fails to occur; diagnosis is determined by significant sub-average general intellectual functioning resulting in, or associated with, defects or impairments in adaptive behaviors such as personal Independence and social responsibility, with onset by age 18 6. **Communication** – effective means of communicating may require auxiliary aids for speech, hearing, and vision impairments 7. **Auxiliary Aids** – assisted listening devices, telecommunication devices for the deaf, taped tests, and qualified readers 8. **Serious Mental Illness** – psychosis, schizophrenia, major affective disorder such as bipolar and major depression—likely to impair cognitive function and judgment but may include Axis I disorders 9. **Physical or Mental Impairment** –substantially limits one or more major life functions, such as seeing, hearing, walking or talking—this includes traumatic brain injury, impaired hearing, impaired mobility, impaired vision, heart disease, mental retardation and mental illness, HIV, and other chronic illnesses 10. **Mental Retardation** –consists of significantly below averageintellectual functioning with deficits in adaptive behavioral functioning, which manifests prior to age 18 11. Appropriate Procedures 12. Physical Disabilities     * 1. Blind or visually impaired          1. Identify yourself          2. Clearly and completely state any directions or instructions, including information posted visually          3. Read documents in full and out loud          4. Before photographing or fingerprinting describe the procedures in advance          5. Describe chair and seating arrangements when assisting them with sitting down; place their hand on the back of the chair          6. Speak softly          7. Identify the person with whom you are speaking in a group          8. Avoid lapses in conversation without informing the disabled individual       2. Deaf          1. May include several categories of deafness             1. Deaf             2. Deaf but doesn’t use sign language             3. Deaf blind             4. Hard of hearing             5. Hearing impaired          2. Methods of communication             1. American Sign Language             2. Oralism (lip-reading)             3. Pen and paper             4. Nonverbal communication          3. Signal your presence by waving your hand or touching lightly on the shoulder or arm          4. Determine the best method of communication          5. Avoid shouting or speaking slowly          6. Not everyone can read lips; use hand gestures, miming, and props          7. If interviewing, select an area free from distractions          8. Face the individual, keeping your eyes and mouth visible     1. Physical Mobility        1. Ask if you may assist; do not make assumptions about disabilities        2. Treat assistive devices as “personal space”        3. Position yourself in front of the individual at eye level, but do not kneel        4. Move obstacles        5. Open and close doors to alleviate barriers        6. Be considerate of the extra time needed to move   g. A disability does not affect the ability to communicate   1. Mental Disorders    1. Complete Assessments       1. Intake assessment by licensed psychologist or psychiatrist       2. Document the assessment in records       3. Refer for assessment at the time disciplinary charges are filed, or at any point in the disciplinary process    2. Look and listen for cues (symptoms) and evidence of mental illness       1. Grinning or laughter that is inappropriate       2. Moving lips without sound       3. Rapid blinking       4. Increased motor activity       5. Slow speech responses       6. Silence or withdrawing    3. It’s okay to ask if a person receives service or takes medication    4. Continually assess the situation to be aware of potential danger       1. Do not let size influence you; people experiencing mental breakdowns may demonstrate remarkable strength and endurance    5. If a person is experiencing delusions or hallucinations remember       1. If an offender is genuinely hearing voices or seeing images, they are convinced of their beliefs. The experience is real to them       2. Individuals vary in the degree to which they are convinced that their delusions or hallucinations are real.       3. Voices heard may be threatening if the individual does not follow the commands       4. Hallucinations become elaborate and interwoven with delusions       5. Individuals may feel suicidal as a result of being told to kill themselves by voices       6. Individuals may become violent or catatonic    6. Maintain adequate space between you and the offender       1. Move into his or her “personal space” as slowly as possible       2. Seek information from the person regarding their   perception and beliefs. Never be intrusive. Be firm and caring   * + 1. Persons with mental illness may be frightened and act out based on their misconceived perceptions and/or beliefs. Ask the person        1. What are you experiencing?        2. What are you seeing or hearing?        3. Where is it located or where is it coming from?     2. Persons may not be able to respond due to stimulation.   1. Respond to the apparent needs or feelings of the subject. Be empathic      1. Don’t meet hostility with hostility      2. Focus on a person’s emotional state rather than his or her perceptions or beliefs      3. Example – the subject tells you that the devil’s voice is telling him that he will be taken away to eternal damnation at 8 p.m. Do not try to persuade him that the devil will not be taking him away at 8 pm. Instead discuss with him what can be done to make him feel safer   2. Be careful and use reflective listening; indicate you are listening by saying      1. Tell me more about that      2. What would help?      3. What would make you feel safer/calmer?   3. Reassure the offender you are not going to cause harm.   4. Give firm, simple, clear directions.      1. Give one step at a time      2. Offenders need structure to provide a sense of time and space; knowing what to expect gives person a sense of security, making them less anxious      3. Allow plenty of time when you approach a situation      4. Use parroting – have the offender repeat back to you what you said   5. Be calm and speak slowly   6. Do not argue or agree with the person about false beliefs and/or perceptions   7. Keep the surroundings as low key as possible   8. State positive choices   9. Give the offender as many choices as needed to help them to gain control of the situation   10. Preserve the individual’s dignity to the extent possible in the situation  1. Communication Disorders – speech and language include stuttering, aphasia, dysfluency, voice disorders (hoarseness, breathiness, or sudden breaks in loudness or pitch), cleft lip and/or palate, articulation problems, delays in speech and language, autism, and phonological disorders    1. Can stem from other conditions such as learning disabilities, dyslexia, cerebral palsy, and mental retardation    2. Be respectful. Know the offender is intellectually capable of conversation.    3. Address the offender directly, unless the offender requests someone to speak for him or her    4. Take the time to listen; do not rush conversations to avoid silence. It leads to misunderstandings or failure to notice the other person’s point of view    5. Verify your comprehension. If you are unsure of what was said, state what you understood and offer an opportunity to clarify or correct    6. Let the offender tell you if they need help and what help is needed    7. Supplement spoken conversations with gestures, drawings, and/or writing    8. Be mindful of background noise; minimize distractions   D. Atypical Behavior   * 1. Autism      1. Speak in short, clear phrases      2. Offenders may take longer to respond because of fear of lack of understanding      3. Keep away from the general population if possible      4. They often have a weak understanding of cause and effect      5. They may become non-verbal when stressed      6. Whenever possible, avoid touching them      7. Be patient      8. A person with autism may be unable to make eye contact      9. Use simple language; speak slowly and clearly      10. Use concrete terms and ideas      11. Repeat simple questions, allowing time (10-15 seconds) for a response      12. Use symbols or objects when talking   2. Mental retardation (MR)      1. Make the person feel safe and comfortable in the environment      2. Assure the person you are there to help them and try to calm him or her if he or she is agitated      3. Use a normal tone of voice, average speech, and non-threatening attitude; this will yield responses to your questions      4. Use patience and proceed slowly to be sure the person understands your questions and his or her rights      5. Build trust by maintaining the same eye level as the offender  1. Eliminate as many distractions as possible 2. Use open-ended, simple statements and do not supply answers 3. Provide feedback and be sincere; the person will pick up on this and tend to respond in an open manner 4. Treat adults as adults. Do not treat adults who have MR as children. Give the same amount of respect to a person who has MR that you would give to any other offender 5. Do not assume that someone with a developmental disability is incapable of understanding or communicating 6. Use firm and calm persistence if the offender fails to comply or acts aggressive 7. Speak slowly and clearly   m. Use simple language and vocabulary  n. Keep sentences short  o. Break complicated series of instructions or information into smaller parts  p. If possible, use visual aids, symbols, diagrams, and actions to help convey meaning  q. Use concrete terms. Abstract ideas may confuse an offender with a disability   1. Protocols for Assistance    1. Assess the offender’s disability       1. Each offender will undergo an initial psychological screening       2. If the offender has special needs he or she will be referred for further evaluation    2. Determine if assistance required       1. Always ask how you can help before giving assistance. Ask whether there are any special considerations or items that need to be moved with the offender       2. Treat adults in a manner befitting an adult       3. Never patronize people in wheelchairs by patting them on the head or shoulder       4. When talking with an offender that has a disability, look and speak directly to him or her       5. Offer assistance in a dignified manner with sensitivity and respect. Be prepared to have your offer declined. If an offer is accepted, listen and accept the instructions       6. Check the offender’s environment for hazards to safety and unnecessary barriers to access       7. The special education department will provide educational services to eligible offenders with disabilities. They receive help in academic and vocational classes, computer-assisted instruction, speech therapy, Braille, large print materials, and sign language interpreters.    3. Psychiatrists, psychologists, nurses, and other trained professionals are available to assist offenders with functioning 2. Assistance    1. Furnish appropriate auxiliary aids and services, when necessary, to ensure effective communication    2. Officers and staff should use increased sensitivity, flexibility, and awareness regarding accessibility, and auxiliary aids and services.    3. Large print should be provided to those visually impaired offenders that can read large print    4. Relay Texas is a service for interpreting between those that can hear and those who are deaf, hard-of-hearing, deaf-blind, and speech impaired. It may be used 24 hours a day, 365 days a year    5. A sign language interpreter should be used with offenders when the information to be communicated is complex, lengthy, or of a legal matter    6. Utilize a notepad and written materials to communicate with hearing impaired offenders if possible   IV. Americans with Disabilities Act (ADA)  A. Title II ADA – requires state and local governments to give people with disabilities an equal opportunity to benefit from all their programs, services and activities. Correctional facilities must   * 1. Provide programs, services, and activities to inmates   2. Do more than identify inmates with mental disabilities   3. Provide mental health screenings, evaluations, and treatment   4. All common-use areas serving accessible cells or rooms and all public-use areas are required to be designed and constructed to comply with section four, including      1. Exercise yards      2. Recreation areas      3. Workshops      4. Areas of instruction      5. Vocational technical education      6. Counseling centers      7. Cafeterias      8. Commissaries      9. Medical facilities   B. Title IV ADA – addresses telephone and television access for people with hearing and speech disabilities   * 1. At least one public text telephone (TTY) must be provided in at least one secured area in a detention facility   2. At least one TTY must be provided in public area   3. Permanently installed telephones must be provided within housing cells, they shall have volume control and comply with the reach requirements   C. ADA Act of 1990, Section 504 Design Guide – “Accessible cells in correctional facilities” – protects against discrimination of persons with disabilities, including inmates who use wheelchairs, scooters, walkers, and other mobility devices   * 1. Security – accessible cells do not have to effect security   2. Basic features – must be able to enter and move around, and have adequate floor space, appropriate placement of fixtures, furniture, and grab bars   3. Location and dispersion of cells – cells should be dispersed throughout the facility where they can be housed with like offenders   4. Furniture and cell features – must be the same as other offenders’   5. At least one accessible route through security screening checkpoints – 50% of all principal entrances must be accessible   6. One holding cell must be accessible   7. 5%, or at least one visiting cubicle, must be accessible from both sides   8. 2%, or at least one housing or holding cell, must be accessible   9. Dispersion must be within all categories of housing or levels of security   10. Doors and doorways on an accessible route must comply   11. At least one toilet must comply   12. Beds must have maneuvering space of at least 36 inches along one side   13. At least one drinking fountain or water cooler must comply   14. All fixed seating and tables must be accessible in offender, staff, and public areas   15. At least one fixed bench must be mounted 17-19 inches above the finished floor and provide back support   D. Cell Specifications   * 1. Toilets      1. Accessible toilet with rear and side grab bars, clear floor space, and accessible flush valve      2. Rear and side grab bars at least 36 inches long and from 33–36 inches above the floor      3. Flush valve located in range and operable without tight grasping, twisting, or pinching      4. Toilet must be 17–19 inches above floor      5. Toilet centered 18 inches from the side wall      6. Adequate space to approach the toilet from all angles      7. Placed in a 60-inch wide by 59-inch deep clear area of the floor   2. Sinks and Mirrors   a. Faucets must be usable with one loosely closed fist. Lever-operated, push-type or U-shaped handles are all acceptable  b. Mirrors mounted with the bottom edge of the reflecting surface no more than 40 inches above the floor   * 1. Sink knee clearance      1. Allow offender to pull knees under      2. 29-inch high clearance under the front edge, the top of bowl mounted no more than 34 inches above floor      3. 27-inch high clearance for knee space extending at least 8 inches from the front of the sink      4. A 9-inch high toe space extending not more than 6 inches from the back wall      5. Hot water and drain pipes need to be covered or configured to protect against contact      6. Clear floor space needed to approach  1. Furniture    1. Desk – no more than 34 inches high, 30-inch knee width, 29-inch knee height, and 19-inch knee depth    2. Beds – 17–19 inches high    3. Clear floor space 30- by 48-inch; extends 19 inches under the desk    4. Bed transfer space – 30- by 48-inch floor space   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | 1. Accommodating Disabilities in Corrections Role Play Activity    1. Select a volunteer to play the role of a mentally ill offender who has recently stopped taking his medication. Select another volunteer to play the role of the correctional officer. Using the guidelines under the mental illness section, the officer should attempt to respond to the offender. Students should refer to Dealing with a Mentally Ill Person Handout.   Scenario: The offender tells you that the devil is telling him that he will take him away from his family forever at 8 p.m. His emotional state is frightened. Do not try to persuade him that the devil will not be taking him away at 8 p.m. Instead discuss with him what can be done to make him feel safer.  Discussion: How might you approach and initiate communication with an emotionally disturbed person? Have the observing students brainstorm other ways this situation could be handled after the initial attempt by the officer.   * 1. Select a volunteer to play the offender. The offender is mentally ill and refuses to move from a bench in the day room. He occasionally yells at other offenders in the day room   Select three more volunteers to be “the voices.” Give each of the three volunteers playing voices a slip of the paper. Tell them to begin speaking softly then raise their volume. Write one of these phrases on a separate slip of paper:   * “Don’t believe him/her!” * “She/he is out to get you!” * “She/he is evil!”   As the officer is trying to talk with the offender, the voices will be shouting in the offender’s ear. The officer will initiate communication for getting basic information from the offender to assess the situation. Use the Communicating with a Mentally Ill Person handout.  Discuss the following reactions with the officer and offender. How do you feel? Could you concentrate on the conversation? What effective or ineffective communication techniques were used by the officer?  Use the Role Play Rubric and Discussion Rubric for assessment as needed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Disabilities Protocol Activity  Break the students into groups and assign them a disability group from below:   * Deaf/Hard-of-Hearing * Blind/Visually Impaired * Mobility Impairment * Mental Illness * Communication Disorder * Atypical Behavior   Each group will be responsible for writing protocols for assisting offenders with their assigned disability in a crisis (emergency) and in daily activities. They should have two separate sets of protocols for their disability. In other words, how should officers and staff interact with these offenders during an emergency? How should officers and staff interact during normal daily activities? What factors must be taken into consideration for each type of protocols? Have the students write a policy about how to handle these types of offenders. Use the Disabilities Protocol Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | Accommodating Disabilities in Corrections Exam and Key  Disabilities Protocol Rubric  Discussion Rubric  Individual Work Rubric  Research Rubric  Role Play Rubric  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | * TCLEOSE, Mental Health Peace Officer Course, Adele E. Leinbach, LMSW, LCDC and Booker T. Joseph, Captain, Mental Health Deputy, Galveston County Sheriff’s Office * Texas Department of Criminal Justice (TDCJ) Parole Division- PD/POP 3.2.16 * Treatment of Offenders with Mental Disorders, Journal of Criminal Law and Criminology, Thomas F. Geraghty & Luis J Kraus, Fall 1998. * 0874776953, When Someone You Love has a Mental Illness, Rebecca Willis, MFT, 2003.   Texas Penal Code:   * <http://www.ada.gov/accessiblecells.htm> * <https://www.ncjrs.gov/pdffiles/amdisact.pdf> * <http://www.med.unc.edu/ahs/sphs/card/tips-for-communicating> * [http://www.autismspectrumdisorderfoundation.org](http://www.autismspectrumdisorderfoundation.org/)   Do an Internet search for the following:   * allbusiness * freelibrary |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English/Language Arts  I. Writing  A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.  4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.  5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, have students complete the ADA Cell Requirements project. Students will design a cell for accommodating an offender with disabilities on poster board or a large sheet of butcher paper. Students will need a ruler or yard stick for measuring. Students will use official measurements given under section IV, D to design their prison cell. It must meet ADA guidelines. This activity may also be completed as an integrated project with construction technology or engineering/architecture students. For most advanced students, you could have them complete this project as a 3D model. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)