**Teacher for Learning: Activity 1**

When students begin to learn about supporting persons with an intellectual disability, they tend to believe these persons are not capable of making their own decisions. To correct this misconception, I cover the historical background of persons with disabilities such as the institutional era and the genetic movement that has significantly contributed to a social image of deficiency and stigma. Establishing the historical accounts that have created this common misconception and then moving into discussion regarding the impacts this misunderstanding has had on the quality of life for persons with an intellectual disability helps to adjust students' thinking about how we judge people, oppress people, block self-determination and restrict their human rights.

The example I could use to help students shift their beliefs about capacity and disability is experiential. I have them imagine they are under my care and services. I ask them to write down their morning routine (no name on the it). I then take the written routines from all students, mix them up and randomly assign the written morning routines back to the students. They will now be holding another person's morning routine. So, a student may have written that they have a shower in the am and now have a routine where there is no shower. I will explain to them that I am no longer their care giver and a new care giver has decided that this new routine is better for them. Then, we discuss the impact this change in morning routine would have on them. Ultimately, the discussion returns to the discussion of self-determination and persons with an intellectual disability.

The follow up discussion and new knowledge now covered with the students focuses on strategies to ensure we support persons with disabilities with autonomy and agency in the forefront.

 