

Self Advocacy Pilot Project



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Research




- *Self-advocacy skills are viewed as important by high school and post secondary*
- *Self-advocacy skills are not taught extensively at the high school level*
- *Self-advocacy skills are not typically taught at the post secondary level*
- *Students are reluctant to use self-advocacy strategies*

Skills Associated




- *Understand one's own disability*
- *Knowledge of individual rights under the law.*
- *Understand accommodations needed*
- *Utilize effective communication skills*




Methodology Utilized

- *Competency based (WIDS)*
- *Direct instruction*
- *Role playing and interviewing*
- *Multi media*
- *Role models*



The Curriculum

- *Use of Blackboard Online Learning Program through SWTC.*
- *Eight Learning Plans.*
- *Career Exploration has been added as a major component to this curriculum. Use of "The Transitions Curriculum" from James Stanfield Co.*



Career Components

- *Two job shadows are required of every student.*
- *10 hours of community service per semester.*
- *Career Inventories.*
- *Portfolio must include self-advocacy and career information.*
- *Units on job finding, interviewing, filling out applications, and resume writing are included.*

Learning Plan 1
Define importance of self-advocacy and related terminology and utilize it

- a. Research resources for definitions for self-advocacy terminology.
- b. Compile and record self-advocacy terms in portfolio.
- c. Assess the importance of self-advocacy skills.
- d. Utilize terminology.



LP 2: Define individual disability and identify accommodations needed

- a. Define terms accommodation, adaptive equipment, assistive technology, documentation, IEP, psychological report, DSM-IV, standardized test, standardized scores, Bell curve, IQ, percentile, Summary of Performance and utilize terminology in summary.
- b. List resources and professionals having knowledge of your disability.
- c. Contact or access resources/professionals having knowledge of your disability.

LP2 (continued)

- d. Assemble and file appropriate documentation for use within the portfolio.
- e. Summarize disability, its characteristics, and its impact on life activities.
- f. Complete an accommodation proposal based on disability summary.



LP 3: Comprehend federal and state laws pertaining to individuals with disabilities.

Acquaint self with the following laws:

- a. Americans with Disabilities Act (ADA).
- b. Individuals with Disabilities Education Act (IDEA).
- c. Section 504 of the Rehabilitation Act.
- d. Section 508 of the Rehabilitation Act.
- e. Family Educational Rights and Privacy Act (FERPA)



LP 4: Research postsecondary educational options.

- a. Research school catalogs, college web sites, school counselors, current college students.
- b. Complete an evaluation on at least two postsecondary institutions.



LP 5: Develop action plan for admissions into postsecondary institutions

- a. Research admission procedures at potential postsecondary institutions.
- b. Compile admission documents for three postsecondary institutions.




LP 6: Apply accommodation procedures

- a. Define accommodation procedures.
- b. Summarize standard accommodation procedures most postsecondary institutions require.
- c. Complete an informal preliminary accommodation request for the chosen postsecondary institutions.
- d. Conduct an interview with the Disabilities Specialist at the chosen postsecondary institutions.


LP 7: Create a plan for disclosure

- a. Define disclosure.
- b. Research the if, when, and how of disclosure.
- c. Create plan for disclosure.



LP 8: Create and utilize a list of self-advocacy and resource agencies and support groups

- a. Research agencies and organizations that can offer disability assistance.
- b. Collect contact information for self-advocacy organizations and agencies.
- c. Contact appropriate agency and request meeting and/or application.
- d. Complete agency involvement requirements.
- e. Conduct follow up with agency.




The Pilot School Experience

- Richland Center High School:
- Working with 18 students going through the program...jrs and srs
- Also working with 8 seniors who went through the program last year.
- Incorporated in to already existing vocational education class.
- Class focuses on self advocacy, career exploration, job-seeking skills

Year 1 student comments:


- Learning about self-advocacy has definitely made me more confident in asking for accommodations on tests.



- Learning about my disability has helped me to learn more about myself.
- Writing the accommodations proposal will help make getting accommodations in college easier!

We've only just begun...what are this year's students saying?

- Keep advocating for yourself and keep moving forward in life because if you just stop and think for one moment you will realize that self-advocating moves you along and helps you in more than one way



- I have learned over the years that kids in special education programs or not, we will all learn the same things just at different speeds and different ways.
- Self-advocating is very important to know how to do, it will help you now as well as later along in life.



A Pilot School Experience

Year 2....what have the effects been?

Comments from seniors:


- The portfolio has made it so much easier for me to get what I need when I need it!*
- The class made it easier for me to fill out my application for college.*
- I visited 2 colleges this fall and found it easier to talk with them because I had practiced it last year.*

➤ This class gave me a chance to find out what DVR is and helped me apply for it.




➤ The class taught me how to disclose and the advantages as well as disadvantages of doing it.

A Student's Perspective




➤ "Teachers aren't just for learning. They're there to help you. So don't be afraid to ask!!"

A Student's Perspective




➤ *“I think this class will help you face your future with more confidence!!”*

A Student's Perspective



➤ *“I feel these skills will help you during and after high school!”*

A Student's Perspective




➤ *“Each year is like a building block for the future. A strong foundation leads to a better future!”*

Expansion

Training Available Statewide:

Contact: Lisa Hebgen @ (608) 822-2631
or lhebgen@swtc.edu

Questions?



References

- > Arnold and Czamanski (1991)
- > Aune (1991)
- > Barette (1993)
- > Brinckerhoff, L.C. (1993)
- > Durlak, Rose, Bursuck (1994)
- > Van Reusen (1994)
- > Yuan (1994)
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