



## Pre-ETS Introduction on Self-Advocacy

Session	Length of session	Learning objectives addressed	Curriculum and materials	Activities Completed	Successful completion of objective assessment matrix
4:1-1	2 hours (2 one-hour sessions)	The student understands the importance of self-awareness.	<p><b>The importance of self-awareness</b></p> <p><b>Video:</b>  <a href="#">Seeing your true self</a>    <b>3:18 minutes</b>  <a href="#">How do I see myself as others do?</a></p> <p style="text-align: right;"><b>2:33 minutes</b></p> <p><b>Instructor:</b> Will focus on why self-awareness is important in the student's life and in the workplace. "What is Self-Awareness?" is critical to understanding yourself and your relationship with others. Self-awareness becomes increasingly important as you grow older and begin to gain a greater understanding of your thoughts, feelings and behavior patterns.</p>	<p><b>Discussion:</b>  Students will share how they see themselves? Why is it important to the student to understand themselves?  Understand why I do what I do and why I feel the way I feel.</p>	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met

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4:1-2		The student understands the importance of self-awareness.	<b>The importance of self-awareness</b> <b>Videos:</b> <a href="#">The importance of self-awareness</a> 4:34 minutes <a href="#">How to become more self aware &amp; know yourself</a> 6.23 minutes <b>Instructor:</b> Will focus on assisting the student in identifying the areas where self-awareness improvement is needed. How you improve self-awareness will improve your self-control, reduce procrastination and create a more fulfilling life.	<b>Discussion:</b> The student will share why is this important to me and other.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met
4:2	2 hours (2 one-hour sessions)	The student understands their individual disability-related needs.	<b>Understanding my disability and related needs</b> <b>Videos:</b> <a href="#">Understanding disabilities</a> 2:42 minutes <b>Instructor:</b> Will ask the student to identify what their disability. Identify what accommodations does the student need to be productive and independent.	<b>Discussion:</b> Student will demonstrate understanding of their disability as the student share information regarding their disability and when certain accommodations are needed.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met
4:3-1	3 hours (3 one-hour sessions)	The student understands their rights and responsibilities related to disability disclosure.	<b>Rights &amp; Responsibilities Related to Disability Disclosure</b> <b>Videos:</b> <a href="#">American with Disabilities Act</a> 10:48 minutes <b>Instructor:</b> Will explain rights and responsibilities of the student under the ADA and when to disclose disability.	<b>Discussion:</b> Student will discuss what was learned from the American with Disabilities Act video.  Focus on knowing your rights & responsibilities for disclosing the disability and how to protect your rights.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met

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4:3-2		The students understand their rights and responsibilities related to disability disclosure.	<b>Disability Disclosure</b> <b>Videos:</b> <a href="#">Disability Disclosure</a> 8:21 minutes <a href="#">Disability Disclosure</a> 4:11 minutes <b>Instructor:</b> Will explain the importance of knowing when to disclose a disability to an employer and how much should be disclosed. Is my disability affecting my work performance? How much information has to be disclosed?	<b>Discussion:</b> Students will share what they believe should be known about their disability.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met
4:3-3		The students understand their rights and responsibilities related to disability disclosure.	<b>When to disclose to an employer</b> <b>Videos:</b> <a href="#">When to disclose to an employer</a> 58 seconds <a href="#">When to Disclose Your Disability with your employer</a> 2:38 minutes <a href="#">How Disclose your disability</a> 3.34 minutes <b>Instructor:</b> Will explain the importance of knowing when to disclose a disability to an employer and how much should be disclosed? Is my disability affecting my work performance? How much information has to be disclosed?	<b>Discussion:</b> Students will share when disclosure of their disability should be disclosed with an employer. Why do you do you believe it should be disclosed now?	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met

Session	Length of session	Learning objectives addressed	Curriculum and materials	Activities Completed	Successful completion of objective assessment matrix
4:4-1	5 hours (5 one-hour sessions)	The students understand their rights and responsibilities related to accommodation requests.	<b>Rights &amp; Responsibilities Related to Accommodation requests.</b> <b>Videos:</b> <a href="#">What are Reasonable Accommodations at Work?</a> 3:44 minutes <a href="#">You are Entitled to Reasonable Accommodation</a> 4:24 minutes <b>Instructor:</b> Will explain what accommodations are and what are the students rights. Whose responsibility is it to request for accommodations?	<b>Discussion:</b> Student will share what was learned regarding accommodations, when to ask and how.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met
4:4-2		The students understand their rights and responsibilities related to accommodation requests.	<b>Rights &amp; Responsibilities Related to Accommodation requests.</b> <b>Video:</b> <a href="#">How to request reasonable accommodations</a> 3:02 minutes <a href="#">How to request a Reasonable Accommodation</a> 3:29 minutes <a href="#">American with Disabilities Act: Accommodations in the workplace</a> 2:44 minutes <a href="#">How to ask for reasonable accommodation</a> 1:40 minutes <b>Instructor:</b> Will explain to the student that every individual with a disability has the right to reasonable accommodations in educational and workplace settings.	<b>Discussion:</b> Student will share what was learned regarding accommodations, when to ask and how.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met

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4:4-3		The students understand their rights and responsibilities related to accommodation requests.	<b>Rights &amp; Responsibilities Related to Accommodations Requests: Know Your Rights</b> <b>Instructor:</b> Will introduce the student to JAN (askjan.org) & ADA (ada.gov). Instructor will visit each website and explain the student's accommodation rights. Student will be asked to note these websites for future use.	<b>Discussion:</b> Student will share what was learned regarding accommodations, when to ask and how.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met
4:4-4		The students understand their rights and responsibilities related to accommodation requests.	<b>Rights &amp; Responsibilities Related to Accommodation Requests</b> <b>Videos:</b> <a href="#">How to ask for reasonable accommodations at work</a> 1:40 minutes <b>Instructor</b> will present scenarios where accommodations are needed. Instructor will engage the student in role play and ask for accommodation in the work place.	<b>Discussion:</b> Student will share what was learned regarding accommodations, when to ask and how.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met
4:4-5		The students understand their rights and responsibilities related to accommodation requests.	<b>Review: Rights &amp; Responsibilities Related to Accommodation Requests</b> <b>Instructor:</b> Will lead the review. Student will share what they can remember. Student will be asked to explain their disability and their related needs. Are these needs being accommodated? How did the student access these services? Student will be asked to make a list of resources whereby services can be accessed. Student will role play asking for accommodation in the work place.	<b>Discussion:</b> Student will share what was learned regarding accommodations, when to ask and how.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met