

Harper Career Services

Instruction on Self-Advocacy

Objectives

- 4.1 The students understand the importance of self-awareness.
- 4.2 The students understand their individual disability-related needs.
- 4.3 The students understand their rights and responsibilities related to disability disclosure.
- 4.4 The students understand their rights and responsibilities related to accommodation requests.

Curriculum and the materials and method for determining whether or not an objective is met by the student.

4.1 The students understand the importance of self-awareness.

- Sign in - Introductions, review Agenda and Consent and Confidentiality standards.

Activity:

- Ask the question: What is self-advocacy?
- List responses on flip chart and discuss responses and how it applies to their daily living situations to personalize self-advocacy in their lives.
- Define self-advocacy. Explain what it is. Have them repeat the definition.

Lecture:

Discuss and explain the three major gains in having self-advocacy skills:

- Confidence
- Resilience
- Decision-Making

Activity:

- Ask them about a time they stood up for something or somebody.
- Exercise: Role play- Act out example of advocating for yourself or someone else.
- Interactive participation acting out examples when you might ask for help:
 1. Scenario one
 2. Scenario two
- Present Facts: Students that lack self-advocacy face bullying and it impacts them in daily living if they allow it. There can be negative consequences that are life threatening.

4.2 The students understand their individual disability-related needs.

Activity:

- Pose question: Have you been bullied before?
- Discuss responses and what they did about it.
- Have you been bullied because you receive special education services?

Lecture:

- Share teen survey results on what bullying looks like on and off the Internet.

Activity:

- Watch video (eight minutes) of peers talking about being bullied and impact.
- Discuss the testimonials from video.

Lecture/Handout:

- Review the list of consequences of suffering in silence when bullied or refusing to self-advocate.
- Discuss impact on physical and mental health - risks – hygiene – stress –self-care – peer pressure and suicide.

- Share the statistics on uptick of teen suicide in Maryland as a result of teens suffering in silence and refusing to self-advocate.

4.3 The students understand their rights and responsibilities related to disability disclosure.

Lecture:

- Emphasize self-advocacy is of value in school and when out of school in life skills and life choices and wellness.
- Review handout on why you learn to self-advocate to build:
 - self confidence
 - resilience
 - decision making skills
- You will need these skills when advocating for self in the workplace or in school or training and life in general

Activity:

- Show Video 2 on what is self-advocacy in life skills (video of peers explaining the concept and the value of self-advocacy in life in general and in school).
- Discuss from Handout the tips for teens and solutions shared in video and key points on advocating while in and out of high school. Recap/ask video examples of speaking up:
 - with doctor
 - with government
 - with money management/
 - with teacher
 - with friends and family
 - with banks and budget
 - how to get help
 - when to call for help if needed (1-800-273-talk (8255))

Activity:

Disclosure during job interview.

- Do a mock interview for a job to solicit student response.
- Explain they are not required to disclose unless they need an accommodation. provide article on disclosure for student/parent review.

4.4 The students understand their rights and responsibilities related to accommodation requests.

Activity:

- Review and recap video focus on accommodations and knowing what you can ask for.
- Replay that part of video if necessary
- Question: Do you know what your disability is?
- Discussion/Handout on “My Guide to Accommodations”
 - encourage students who do not know what their disability is to find out.
 - ask their DORS counselor, doctor, parents or a teacher at IEP meeting to explain it.
 - ask a teacher or counselor to explain what accommodations are

Lecture:

- Discuss key points: Explain basic on use of self in everyday life now and after graduation:
 - Driver’s license – As advocate you can get accommodations to get driver’s license.
 - Disclosure on Jobs – You are not required to disclose disability in job interviews.
 - Disclosure – You choose when to disclose disability for a change in your job.
 - Protection – There are laws to protect people with a disability on the job.
 - The ADA – You have rights under the Americans with Disability Act (ADA)

- Community colleges – Disability Services can provide accommodations.
 - Job Coach – DORS supports on the job to assist with accommodation requests.
 - **Recap key points on Self-Advocacy.**
 - Ask the question in final discussion: What is Self-Advocacy?
 - Receive answers and reinforce all responses.
 - **FINAL REMINDER: YOU HAVE THE POWER! IT IS UP TO YOU TO:**
 - **take responsibility**
 - **speak up for self- tell family and friends or teachers**
 - **know your rights**
 - **have an advocacy team of people you trust to go to for help**
 - **never suffer in silence**
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- ◆ Handouts are provided to the workshop participants (videos upon request)
- ◆ Observation and Recommendations based on student participation provided. Suggestions are provided on how to help the student build self-advocacy skills included in report.
- ◆ Note: Adjustments are made in delivery of material based on student ability to receive information, verbal and cognitive reception.