

Counseling on Self Advocacy

Duration – 2-week program

Days – Monday/Wednesday/Fridays for 2 hours each session (Days can be flexible based on student's schedule)

Total length of training – 10 hours

Location – Virtual (OPR Google Classroom) and in person option available

Group Ratio – 4 students to 1 instructor. 4:1 Average setting.

Minimum 2:1 and Maximum 5:1

OPR agrees to the following: Agreement with the Pre-ETS fee. Agreement to provide intensive support for students who require it to participate in Pre-ETS. Agreement to adhere to DORS' Pre-ETS reporting requirements.

Student Learning 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.**

Materials:

- Student notebooks for journaling
- Handouts:
- Desktop/laptop if virtual
- Pens, pencils

Lesson Plan Week 1

4.1 The students understand the importance of self-awareness.

- What is self-awareness? Pose questions to students and discuss answers. Define self-awareness and explain that it is something we begin to explore as young children, even babies.
- 5 Reasons why it is important. Students will complete the self-reflection worksheet online [FutureReady_Self-Reflection_Worksheet.pdf \(njhs.us\)](https://www.futureready.org/worksheets/FutureReady_Self-Reflection_Worksheet.pdf)
- Who do you think you are? Students use adjectives to describe themselves in journal
H.W. assignment: Continue journaling about self-reflection by answering the questions: What's important to me? What do others like about me? What do I like about myself? Students read entries during class and discuss. Instructor checks for understanding.

4.2 The students understand their individual disability-related needs.

This group of students may have a plethora of disabilities ranging from intellectual to physical. We will focus on the following to get a sense of the types of help and accommodations needed.

The disabilities discussed will be: intellectual disability, physical disability, ADHD, learning disability, cerebral palsy, developmental disability, cognition, neurological disorder and autism.

We will also discuss what is called invisible disabilities. View [Living with an Invisible Disability | Sarah Skinner | TEDxYouth@Dayton \(youtube.com\)](https://www.youtube.com/watch?v=Kd8Yd8Yd8Yd)

Ask students if they have a disability that's considered "invisible".

Students will identify their disability.

Students will identify types of assistive devices, accommodations, and modifications that have helped them thus far.

Use list of accommodations and modifications. View video [Assistive Technologies \(youtube.com\)](https://www.youtube.com/watch?v=Kd8Yd8Yd8Yd)

Journal What is my disability need? What devices or accommodations did I learn about today that might be helpful to me?

Assessment: True:False

1. Braille can be used to assist people who are blind. (T/F)
2. Sign language may be used for someone who is visually impaired.(T/F)
3. Video games can be useful for individuals on the autism spectrum(T/F)
4. Diabetes is a disability. (T/F).

HW assignment in your journal, scout your home and identify things that assist you and how.:

Lesson Plan Week 2

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

Inform students that we will first discuss human rights and responsibilities. What are human rights? The basic rights of every human from birth until death.

These include the right to life, freedom from inhumane treatment, freedom of speech, freedom of religion, and the right to health, education and adequate standard of living.

Instructor to elaborate on what each of these freedoms mean.

People with disabilities have the same rights (nondiscrimination, access, inclusion, full participation in society). Instructor to explain rights in detail.

- What is your responsibility as a human? Nonviolence. Solidarity, respect for life.
- Human rights are the freedoms we have that are protected by our laws while our responsibilities are things we should do to be good citizens.

Define disclosure to students. To disclose something is to reveal or make it public., Tell students we will discuss their right to disclosure in school and the workplace,

- Disability disclosure is a personal choice.
- Your high school is not allowed to disclose information on your IEP or 504 plan unless you have taken classes in which the curriculum was modified.
- You do not have to disclose a disability on a college or job application.
- It will be necessary to disclose if you wish to receive accommodations.

Inform students that they will have to identify as a student with a disability to the college's disability support office and provide documentation.

Disclosure with employment- as with school, you are not required, You will need to disclose that information if the need for accommodation becomes apparent. It is not legal for an employer to ask about your disability status in an interview,

[Self Advocacy and Disabilities - Gameshow quiz \(wordwall.net\)](https://www.wordwall.net/)

Journal: Define disclosure. Do you have to disclose a disability on a college or job application? Entries will be read aloud and discussed in class.

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

Inform students that we will discuss their rights and responsibilities as it relates to accommodations in school. The Americans with Disabilities Act obligates schools to provide students with reasonable accommodations based on disability,

The ADA Title 1 requires that employers with 15 or more employees provide employees with disabilities the opportunity to benefit from the full range of services available,

Inform students that just as schools and employers have a responsibility to them, as students they have a responsibility to advocate for themselves, Ask if they know what self-advocacy means. Simply put, it means to stand up for yourself.

There are 5 steps to self-advocacy.

- Identify the problem-what do you want/need?
- Reach out to someone who can help you.
- Have courage-believe in yourself, and practice what you will say.
- Speak up to the person/persons who can help you, choose the right time/place, and be specific and respectful.
- What did you learn, what are the next steps?

View [Self Advocacy - YouTube](#). Play online [Self Advocacy and Disabilities - Gameshow quiz \(wordwall.net\)](#)

Assessment: What are the 5 steps to self advocacy

Sources

[List of Accommodations and Modifications \(nyced.org\)](#)

[Request For Reasonable Accommodation - Confidential \(ca.gov\)](#)

[Consent Form for Accommodations Request \(collegeboard.org\)](#)

[Transition Services Examples \(transitiontn.org\)](#)

[Microsoft Word - EI Self Awareness \(final\).docx \(leadershipinspirations.com\)](#)

[10 strategies to improve self-awareness \(linkedin.com\)](#)

[What is an intellectual or developmental disability? | The Arc \(thearcoflarimercounty.org\)](#)

[Disability Types and Description \(nds.org.au\)](#)

[Section 504 of the Rehabilitation Act of 1973 - PACER Center](#)

[What is ADA Compliance | ADA Compliant Business \(alsoweb.org\)](#)

[DisabilityTech: Making the world more accessible for everyone – Perkins School for the Blind](#)

[Self Advocacy for People with Disabilities | ALSO \(alsoweb.org\)](#)

[Assistive Technology for Special Education Students - Disability Rights Washington](#)

[Youth, Disclosure, and the Workplace Why, When, What, and How | U.S. Department of Labor \(dol.gov\)](#)

[The Why, When, What, and How of Disclosure in a Postsecondary Academic Setting | LD OnLine](#)

[Human Rights and Slavery | The Connection - End Slavery Now](#)

[Disability rights | Humanity & Inclusion US \(hi-us.org\)](#)