

Transition Seminar Week 13

Self-Advocacy #2



Robotics Engineer



New Message

Attendance



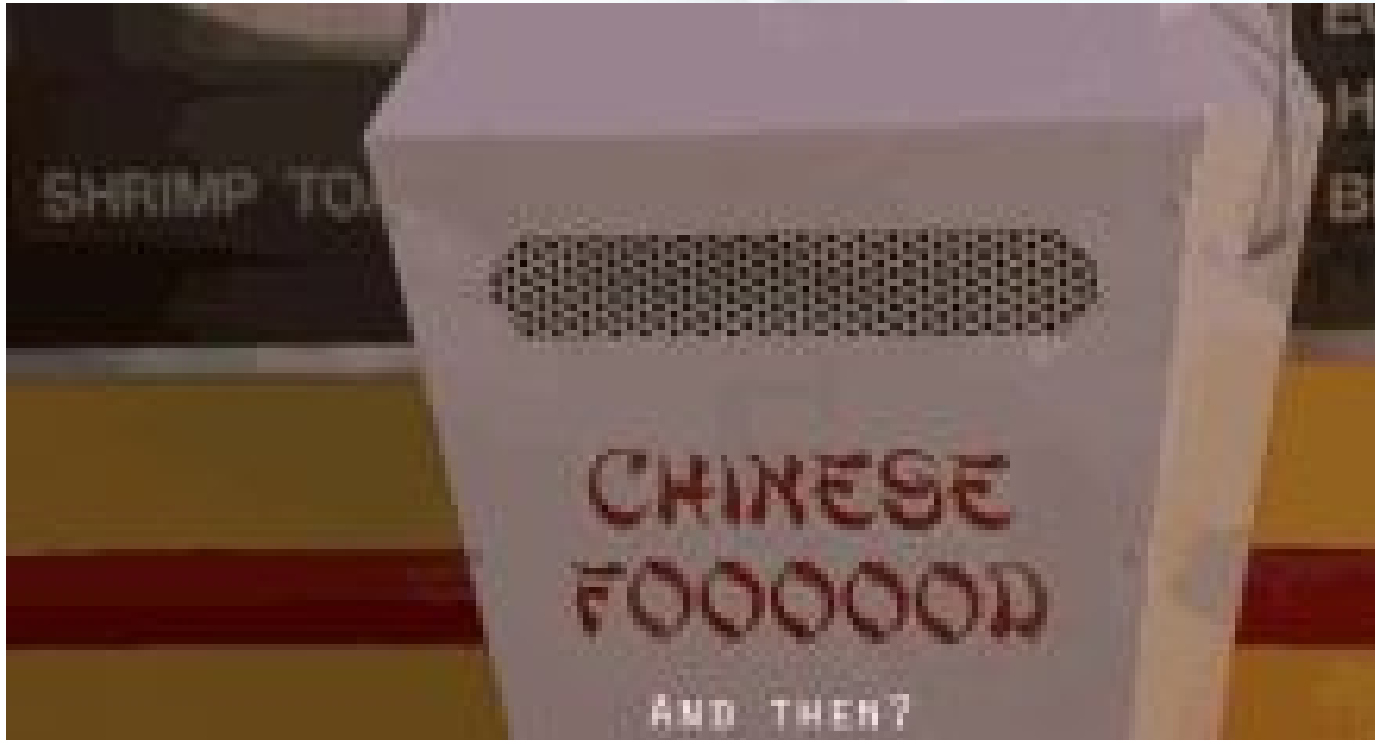
**Have
you
shared
work
samples
with
your
ES???**



In the chat, tell me what Self-Advocacy is...



and then... tell me one thing that you can do to self-advocate for yourself



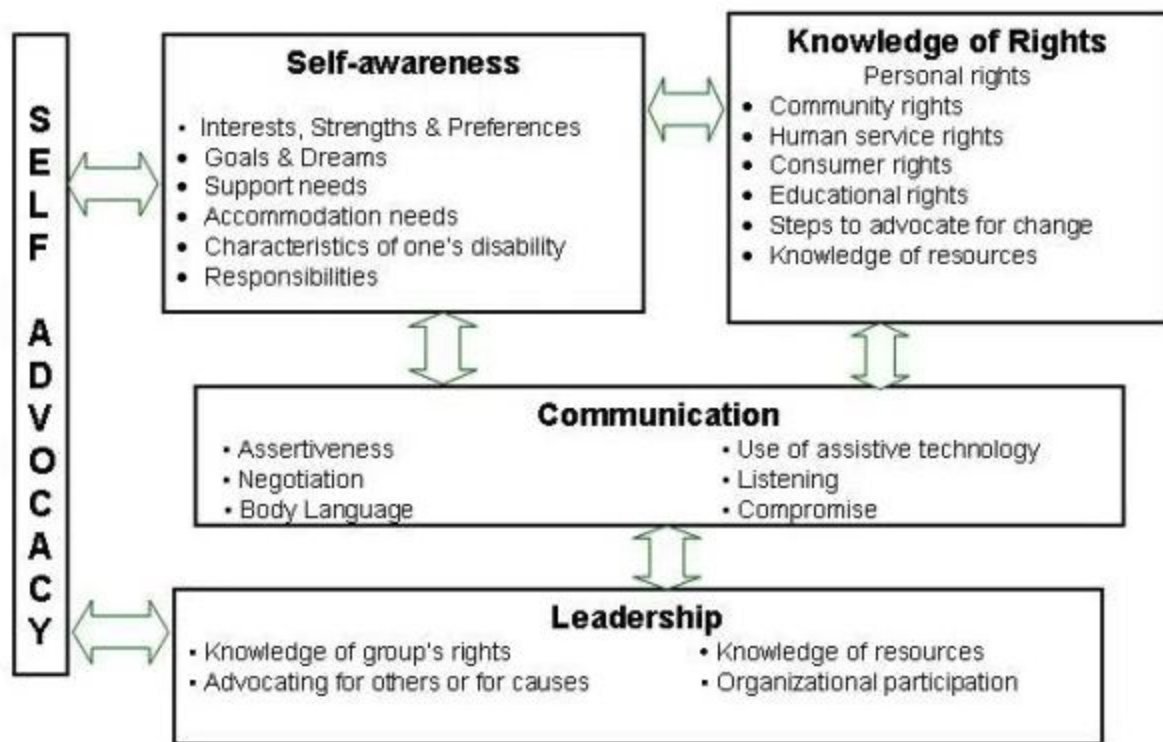
Self-advocacy does not mean “doing it all yourself” without the help of others.

Characteristics of Self-Advocacy

Students with disabilities require self-advocacy characteristics and skills for a successful transition from high school to post-secondary education. The process of developing self-advocacy skills should begin while the students still attend high school. It is important for students with exceptionalities to be aware of their rights and how to present themselves responsibly. Furthermore, students with disabilities are not exempt from such policies however they will need to learn how to assertively advocate for their needs without being aggressive.

Developing Self-Understanding will help student's plans goals for themselves. Students with exceptionalities should reflect on their situations which will thereby develop Self-awareness. Students who gain and develop a greater understanding of their own needs gain confidence to recognize their abilities. This will allow students to set realistic goals for themselves and will have a better chance of enjoying their education experience despite having impairment. It is important to voice your opinion, address concerns as well as developing learning strategies for setting goals, time management and problem solving. In order to self-advocate, students need to RECOGNIZE, ACCEPT and UNDERSTAND.

Self-Advocacy Characteristics



In a *PRIVATE* chat... look at the diagram & tell me 2 things you need to work on

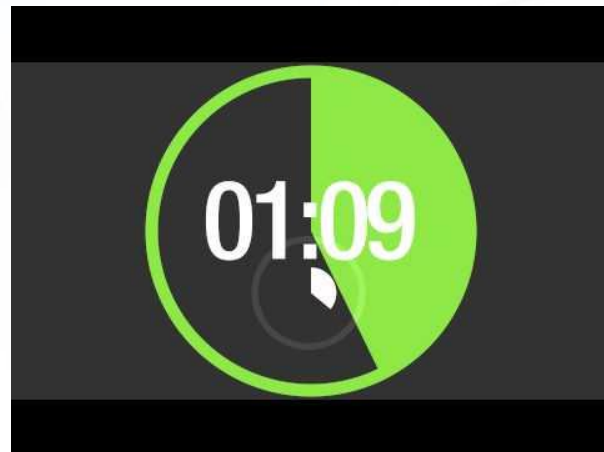
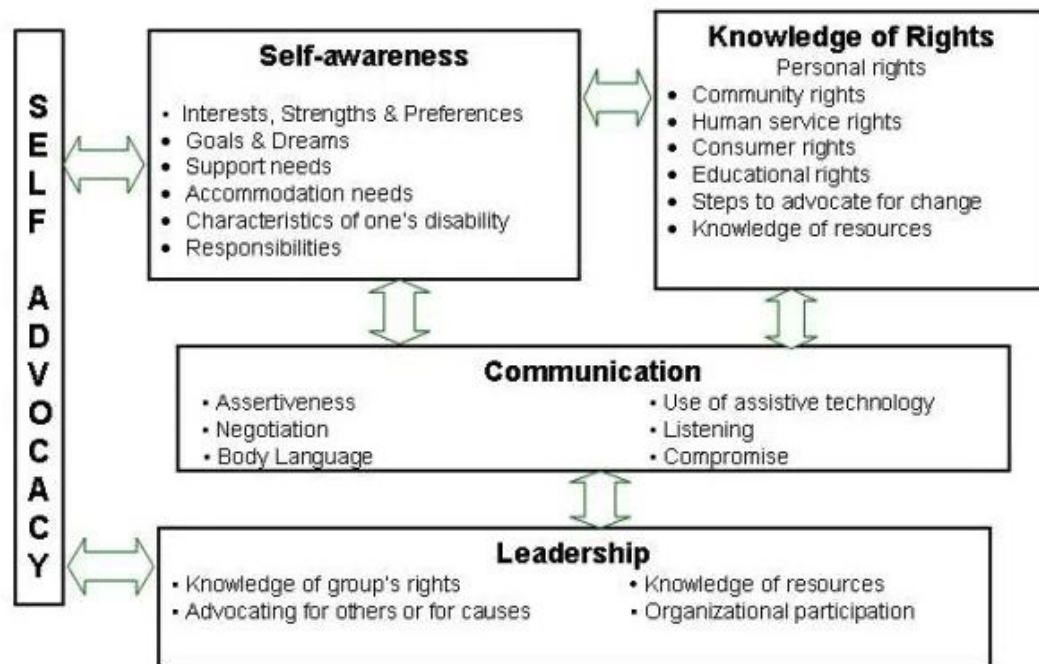
Private conversation



YOU HAVE 2 MINUTES

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Self-Advocacy Characteristics



Self-advocacy Strategies: How to problem solve?

Self-advocacy is not about having all answers. An effective self-advocate is one who asks the rights questions.

You can build self-advocacy strategies around asking “what, who, when, where and how.”

WHAT?

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1. What does the student need to know or to receive from others to accomplish his/her goal?

This could be anything from information about course requirements, to a request for special classroom aids, to better understanding your sensory needs. Make sure you are able to name and describe a student's "asks" clearly. Be clear in your own mind about what a good solution would be.

WHO?

2. Who is most likely to have what a student needs, and to have the power, knowledge or ability to provide it for the student?

Take time to find out who is in charge or is most likely to be knowledgeable and helpful. If a student is not sure, ensure the student asks someone they trust to direct them, or introduce them to, the right person. In most cases, try the simplest and most direct solution first. For example, if a student does not know how to begin an assignment or feels they are not being accommodated inappropriately according to their needs, it may be very useful to ask members of a study group or contact the teacher, but less useful to complain of the head of the department or someone above the teacher.



WHEN?

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3.) When is it most effective and appropriate to raise an issue?

For example, when is it correct to interrupt someone, and when is it better to wait? When is it acceptable to draw attention to your feelings and opinions, and when is it considered impolite or disruptive?

Try to approach people when they are able to give you their full attention, rather than when they are multi-tasking or interacting with someone else. If a student is uncertain about the situation, tell them what you want and ask whether they have time to deal with it now or would prefer to do so later. Most people appreciate if you give them a choice.



WHERE?

New Message

4. Where is this type of question or need typically addressed? For example, what issues should be raised in class or in the teacher's office after class? Should a subject be discussed in private, or should it be discussed in public?

When you are self-advocating, it usually best to choose a place where the other person will feel comfortable. For example, your teacher/professor might not want to have a long talk while standing in a busy hallway, but he or she might offer you a generous amount of time if you visit their office.



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New Message

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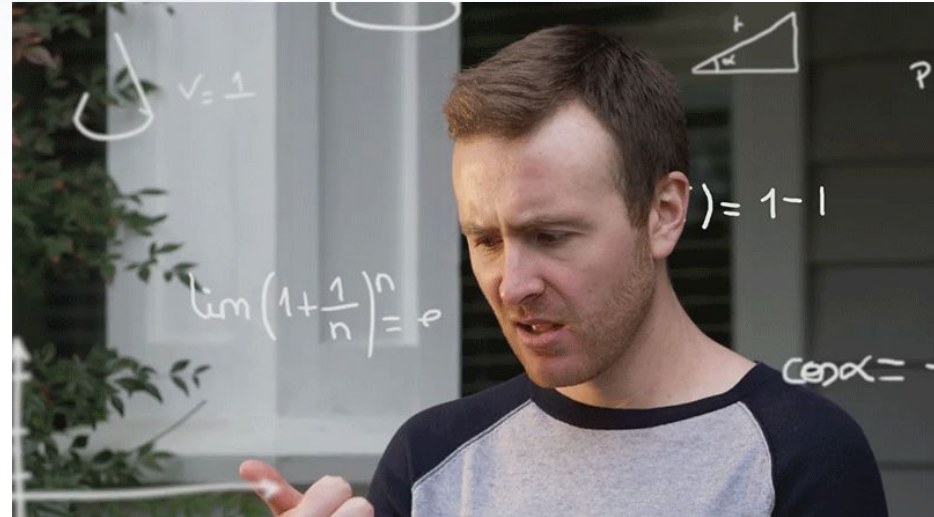


HOW?

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5. How do students typically express themselves in different informal and formal situations? How much detail and background about yourself should you give when you interact with others?

Whether (or how much) to tell other's about one's exceptionality is a big question for many self-advocates, and there is no single right answer. It is up to the student who has the exceptionality.



What should Jackie we do?



Jackie knows that she has a problem if she does not sit toward the front of the room. Her teacher has given her a seat in the back of the room and it is difficult for her to see. How do she advocate for herself in a mature, socially acceptable way?

What should Phil we do?

Phil knows that he is allowed to have extra time to complete math tests, or that he can take them in the Learning Lab. He failed his latest math test, because he didn't go for the extra time. How can he advocate for himself in a mature, socially acceptable way?



What should Maria we do?

Maria has a part-time job at the movie theatre. Even though her boss knows that she has school, he put her on the schedule to work before 3:00 PM on a weekday. Maria doesn't want to lose her job. How can she advocate for herself and make her boss understand that she can't work those hours, but she still wants to work

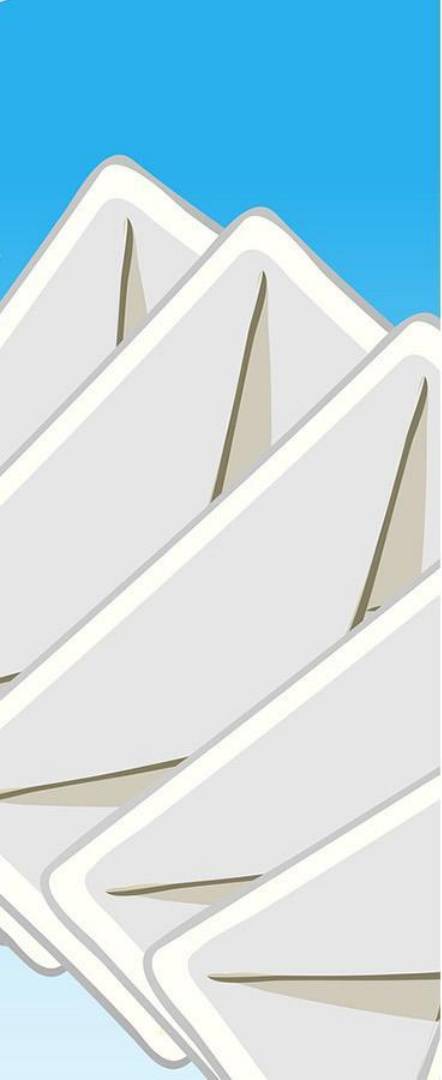


**Add your response to the chat.
You have 2 minutes.**

TICKET OUT THE DOOR...

1 New Message

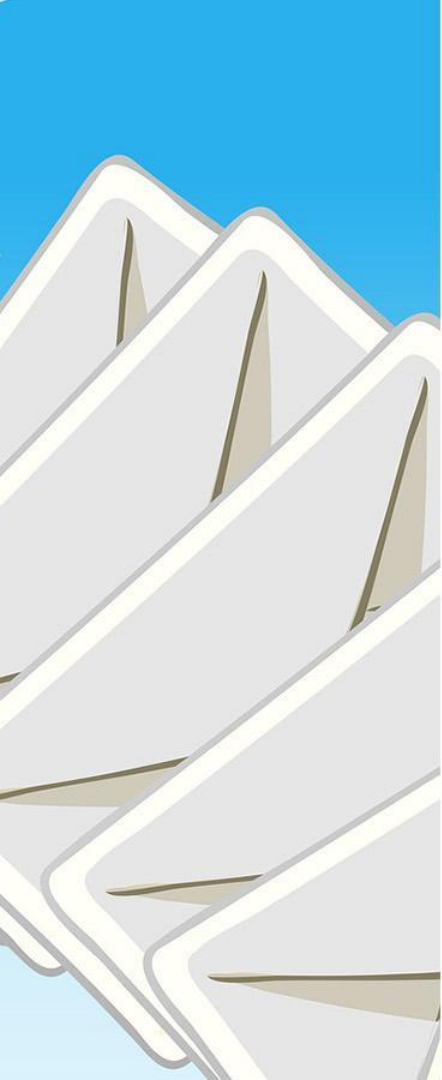




1. Download the Week 13 lesson and worksheet from the class website.

<https://metoyerteaches.wixsite.com/transition>





2. Download the Week 13 and complete the *worksheet* from the course website.

<https://metoyerteaches.wixsite.com/transition>



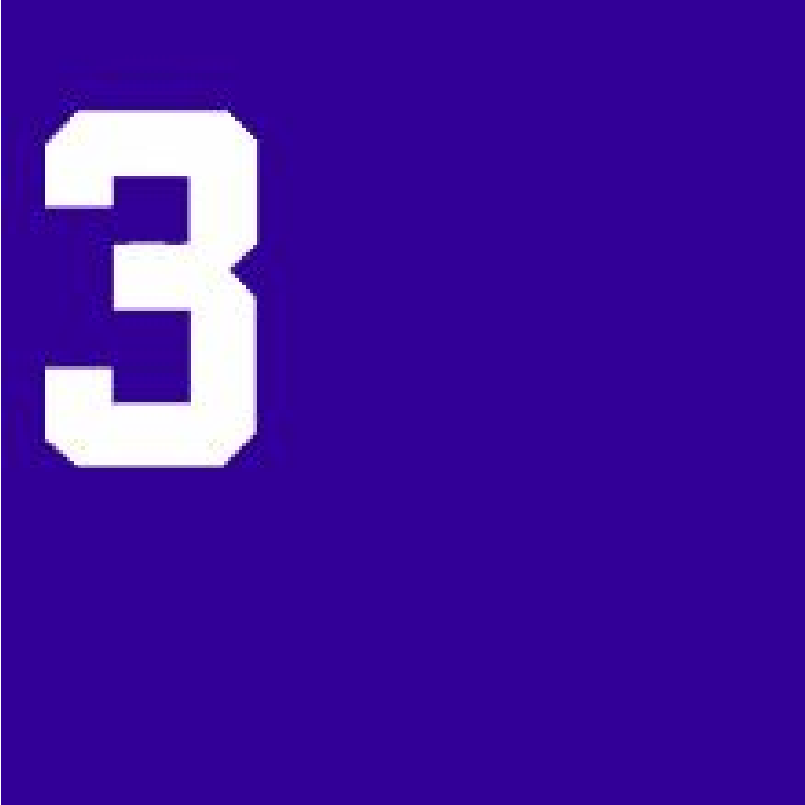
3. Upload your completed worksheet to the class website.

<https://metoyerteaches.wixsite.com/transition/submit-assignments-here>

**YOU WILL NOT EARN FULL CREDIT FOR THIS ASSIGNMENT IF YOU
DO NOT RENAME YOUR FILE PROPERLY !!!!!**



4. ENJOY YOUR VETERAN'S DAY OFF!



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