Self-Advocacy Practices/ Youth Engagement

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BEGIN WITH THE END IN MIND…

IDEA &/or 504 → ***ADA***

Difference Between K-12 Education and College

K-12 IDEA '04	K-12 504 Plan	College 504, ADA and FERPA
Student records are accessible to student and parents	Student records are accessible to student and parents	Any enrolled college student's records are only accessible to the student (not the parents)
Special consideration for behavior problem	Must follow high school behavior code	Must follow college code of conduct; no special consideration
District identifies disability	Parent provides documentation of disability	Student responsibility to provide documentation of disability and need for accommodation
Success more of a right	No guarantee for student success	No guarantee; student responsible for own success
Special education classes	Regular class curriculum with modification	No special education classes; disability support office's role is to accommodate student in college level classes
Free evaluation of disability	Parent responsibility	Student responsibility
District develops Individual Education Plan (IEP)	Services determined by Plan	Student initiates requests for accommodation needs
District ensures that the IEP is implemented	District/parent/student responsible	Student responsible for own progress
Entitled to services identified on IEP	Services determined by Plan	College services not automatic; each college determines eligibility and services
Fundamental modifications to program of study permitted as identified on IEP	Fundamental modifications to program of study permitted as identified on 504 Plan	No fundamental modifications allowed: Accommodations may not alter fundamental nature of course or impose an undue burden on an institution
Teacher advocate	Parent/student advocate	Student advocates for self
Personal services: e.g., transportation, personal attendant, nurse	No personal services provided	No personal services provided

STUDENT INVOLVEMENT

How to Ask for Help

If you...	... be sure to...	... and then say,
plan to ask for help from a teacher	use your manners by asking first,	"When is a good time to talk to you about ...?"
are having difficulty on an assignment (previous or current assignment)	NOT ask how many points it is worth, but show you care about learning the material	"I really want to do well and was wondering if you could help me improve in ...."

HELP the individual, understand what self-determination means…

- Knowing and believing in herself.
- Knowing what she wants her future to look like and how to plan for the future
- Knowing the supports she will need to have control of her life

ALL Students ***Participate*** in IEP / 504

- When students take charge of their learning the responsibility shifts from teacher/parent to student.
- When students participate in goal-setting, they have vested interest in achieving those goals.

Student Rubric for IEP Participation

i'm determined

Student Name:_____ Date:_____

Area	Level I	Level II	Level III	Level IV
IEP Awareness	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of an IEP Meeting.	I know what IEP stands for, the purpose of an IEP Meeting and I can tell others about these meetings.
IEP Participation	I don't participate or attend my IEP Meeting.	I attend a pre-conference IEP Meeting and/ or my IEP Meeting, but I don't participate in the meeting.	I attend and contribute information about myself for my IEP in a Pre-Conference or at the actual IEP Meeting.	I lead parts or my entire IEP Meeting.

Self-Determination /Agency Rubric

	BEGINNING	EMERGING	DEVELOPING	PROFICIENT
ABILITY AWARENESS	Demonstrates frustration in lieu of asking for help when learning new skill; seldom seeks help	Understands learning new skill takes practice; asks for help to often or too little	Knows when s/he learns best; unable to foresee potential need; asks for help	Advocates for preferred learning style; identifies areas of impact; asks for help when needed
	Attends IEP meeting; not sure of accommodations or disability;	Understands supports needed to be successful, but needs assistance w/ naming disability	Describes accommodations, if needed; describes abilities and disabilities in IEP meeting	Describes disability outside of IEP & knows accommodations; identifies advocacy needs
EDUCATION ACCESS & SUPPORT	Takes courses set by others; sees connection between own actions and consequences with guidance inconsistently	Conveys interests yet unable to connect to courses offered; identifies connection between own actions and consequences	Communicates interests related to courses with familiar staff; accepts responsibility for own actions	Advocates for courses of interest with new authority figure; accepts responsibility for own actions
	Asks for assistance only in class setting, no knowledge of seeking support elsewhere	Rarely accesses assistance in all settings support off-site	Accesses academic assistance with some support in all settings	Accesses supports for assistance in all settings independently*
DAILY LIVING ACCESS & SUPPORT	Dependent upon cues to communicate wants and needs; dependent upon other's knowledge of resources	Requires some prompts to initiate communication; aware of minimal community resources	Requires minimal prompts to initiate communication; aware of where to find community resources & can name one	Communicates effectively; Demonstrates use of accessible resources in community
	Lacks knowledge of service provider or agency; wears preferred clothing unaware of dress code	Aware of support person, but not of agency; identifies casual and professional wear inconsistently chooses preferred clothing	Support needed to contact agency, but talks independently; distinguishes casual from professional wear often	Sets appointments with agency provider independently*; chooses to wear casual or professional attire appropriately
VOCATION AGENCY ACCESS	Reactive response to difficult situation, requires counsel to identify fault in own actions	Responds to difficult situation appropriately with supports yet resists compromise; recognizes need to correct actions	Attempts to advocate for self & compromises with minimal support; attempts to correct actions with supports	Advocates for self yet can compromise; accepts responsibility for own actions
	Unaware of DOR or purpose in supporting workplace	Aware of DOR, but unable make connections with own needs	Recites DOR information, but relies upon others for meeting	Demonstrates ability to contact DOR or affiliated support.

Work-based Learning Experiences

Multiple opportunities for students to gain "real world" soft skill development and hands-on employment with pay - (#moneytalks)

<u>While in Secondary (9th – Age 22)</u>

- Transition Centered Courses
- WorkAbility I
- Transition Partnership Program
- California Career Innovations

<u>After Secondary…</u>

- WorkAbility II @ Sweetwater Adult Ed
- WorkAbility III @ SWC
- Personal Development Courses @ SWC

Parent Involvement

- Outreach Meetings "Transition with Your Teen"
- IEP 101
- Helping Techniques vs. Hindering Techniques
- IDEA– to – ADA
- Student Panels
  - Discuss their own self-advocacy techniques
  - Give parents advice

Sweetwater Special Services
Education for ALL

Mark Your Calendar!

Are you looking to help your student **advocate for him/herself**?

Do you know **what you can do now to increase student independence for college and career readiness** after high school?

Come find the answers to these questions and more!

SUHSD *Transition for Your Teen* series presents:

Your Voice Advocacy

"Empowering Self-Advocacy"
February 6, 2018
6:30 – 7:30 pm
SUHSD Professional Development Center
680 L Street, Suite C
Chula Vista, CA 91911

Participate in a discussion about:

- the importance of building advocacy skills in students.
- strategies to increasing student participation in their own IEP/ITP meetings.
- personal stories of self-advocacy from students with disabilities.
- assessing your child's strengths and needs.
- practical tips for practicing advocacy at home with your child.

SPANISH TRANSLATION WILL BE PROVIDED

For more information please call Michelle Sturm-Gonzalez or Carla Jacobs at 796-7500

IEP 101: Understanding the IEP

Student Disability

Describe How Student's Disability Affects Involvement and Progress in the General Curriculum (or for preschoolers, participation in appropriate activities)

Auditory processing problems make it difficult for Oreo to receive all his instruction orally in his content classes. It is helpful for him to have written or other visual prompts.

Supplementary Aids and Services

SUPPLEMENTARY AIDS, SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

Aids, Services, Program Accommodations/Modifications, and/or Supports			
Break written (essay, research, multi-step response) assignments into smaller segments			
☐ Student ☑ Personnel		Start Date 9/9/2009	End Date 9/9/2010
Frequency	Duration	Location	
Weekly	60 minutes	Regular classroom/public day school	

Aids, Services, Program Accommodations/Modifications, and/or Supports			
Allow additional time to complete assignments			
☐ Student ☑ Personnel		Start Date 9/9/2009	End Date 9/9/2010
Frequency	Duration	Location	
Weekly	60 minutes	Regular classroom/public day school	

Encourage Dialogue (#@school&home)

- Discuss strengths, talents, gifts, interests and learning differences of multiple Individuals (if at home, family members)
- Describe how accommodations are used in daily life.
- Keep the focus on the individual not the disability
  - Unique characteristics
  - Recognize how we are more alike than different
  - Use person-first language (#AvoidJaRGoN)

At Home/Community Adults Can...

- Educate Don't Excuse:
  - Stress coping strategies
  - Hold high expectations in effort to greatly influence student sense of achievement
  - Model positive self-talk. Individuals with disabilities often are unmotivated due to feelings of failure, frustration, and false labels (lazy, crazy, dumb.)
- Feedback = Growth Mindset
  - Not "Good Job! You're the Best!", but "Good Job! You Worked Hard!" associate effort with positive outcome
  - Accepting constructive criticism is learning – giving up is failing.

Remember…NO IEP Meetings after High School

- Services / supports end after high school
- In the community there is an ELEGIBILITY determination requirement

Therefore…students must be able to:

1. Advocate for their own needs.
2. Explain to others what they need to be successful on the job, in college, training, or when living independently.

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