Recommended Self-Advocacy Topics

*"****We all have dreams. But in order to make dreams come into reality, it takes an awful lot of determination, dedication, self-discipline, and effort."* ~ Jesse Owens, Olympic Athlete**

Elementary:

* Knowing personal strengths
* Knowing personal areas of need/improvement
* Identifying/understanding the kinds of supports needed to be successful in class
* Identifying who/when to ask for help
* Learning how to make good choices.
* Being an active member of the IEP team (Present levels, interests, likes, dislikes, who to go to for help, etc.)
* Basic terminology (IEP, disability, strengths, weaknesses, accommodations, etc.)
* Understanding what your classroom accommodations are and why they are important
* Understand when/how to ask for accommodations
* Begin to understand your own disability and what it means to your learning
* Begin to understand personal learning styles through learning style inventories/activities
* Make a homework and study plan based on personal needs
* Identifying and helping to develop academic and social goals-long term and short term
* Progress monitoring IEP and personal goals (data notebooks)
* Know how to initiate a conversation with an adult (politeness, respect, shaking hands, introducing self, eye contact, etc.)
* Use and interpret appropriate body language during conversations (eye contact, arms folded, head nods, etc.)
* Begin developing study skills based on learning styles
* Begin to develop/identify personal values
* Establishing/maintaining friendships

Middle:

Students entering middle school should come to you with the skill set from the elementary list. Based on specific student needs/abilities, some elementary activities may still be appropriate for middle school students.

* Work on maintaining and generalizing self-awareness and communication skills
* Set IEP and other goals based on what you know about yourself
* Understand that going to school is your job and relate good performance in school with good job performance
* Maintain ownership of progress monitoring and goal setting (with the assistance/guidance of the case manager)
* Increase exposure to community resources
* Take learning styles inventories to better understand how you learn best.
* Continue to be an active participant in IEP meeting
* Understanding what your classroom accommodations are and why they are important
* Be able to discuss/request classroom accommodations with general education teacher
* Identifying and help develop academic and social goals-long term and short term
* Openly discuss disability and how it impacts learning
* Begin to explore realistic career interests
* Know how to initiate a conversation with an adult (politeness, respect, shaking hands, introducing self, eye contact, etc.)
* Use and interpret appropriate body language during conversations (eye contact, arms folded, head nods, etc.)
* Continue developing study skills based on learning styles
* Continue to develop/identify personal values

High School:

Students should enter high school having actively participated in goal setting, progress monitoring, and their IEP meeting. They should have helped to develop their accommodations and be able to discuss them with general education and special education teachers. They should have identified some possible career interests.

* Complete vocational assessments and interest inventories and incorporate in IEP meeting
* Be able to describe your ability and understand how it affects you
* Describe needed academic accommodations and why you need them
* Make sure you know what you need to graduate and keep track of your grades/credits by attending you IEP and IGP meeting
* Share your future goals with family, teachers, guidance counselors, job coaches and transition specialist
* Take learning style inventories to better understand how you learn.
* Identify and make contact with outside agencies that will help with transition into work force and/or post-secondary educational options
* Being an active member of the IEP team, including helping to develop the IEP (Present levels, career interests, accommodations, goals, services, etc.) Also help to develop invitation and determine who will be invited to the meeting (including outside agencies). Listen to others and share what you know about yourself.
* Identify, develop, and assist in progress monitoring academic and social goals-long term and short term
* Identify specific interests, skills and needs related to your goals in the areas of work, future living, and being an active member of your community
* Learn how to use public transportation or work on getting your driver’s license. Learn about car insurance and other costs
* Set career goals. Have a plan A and a plan B
* Ask people to write letters of recommendation for you
* Finalize plans for independent living
* Have a portfolio when you leave high school with resume, job experiences, agency contacts, completed competencies, transcript, long-term goals, etc.
* Make sure you know what services you might be eligible for.
* Know how to initiate a conversation with an adult (politeness, respect, shaking hands, introducing self, eye contact, etc.)
* Use and interpret appropriate body language during conversations (eye contact, arms folded, head nods, etc.)
* Effectively use study skills based on learning styles

On-line Resources

Additional Self Advocacy/ Social Skills Training Websites:

1. Video clip of a student with CP and how he has overcome his disability

[www.imtyler.org](http://www.imtyler.org)

1. Multiple resources on classroom instruction and self advocacy activities

<http://www.ldonline.org/>

1. Definitions of LD that can be used with students

<http://www.ldinfo.com/learning_disability.htm>

1. Q&A of ADD and ADHD facts

<http://www.ldinfo.com/add.htm>

1. LD Self Advocacy Manual

<http://www.ldinfo.com/self_advocacy_manual.htm>

1. AMAZING video for MS and HS students

<http://www.headstrongnation.org/documentary>

1. Ideas/Strategies for MS and HS resource classrooms (Teaching study/organ. Skills)

<http://www.resourceroom.net/older/index.asp>

1. On-line learning styles inventories

<http://www.venturacountyselpa.com/TransitiontoAdultLife/ResourcesforStudents/SelfAwarenessSelfAdvocacy.aspx>

1. Website for parents for talking to their children about self-advocacy and disabilities

<http://www.smartkidswithld.org/ld-basics/beyond-the-classroom/educating-your-child-about-learning-disabilities>

1. Student led IEP meetings at the elementary and middle grades

<http://www.educationworld.com/a_admin/admin/admin326.shtml>

1. definition of self advocacy

<http://www.fulllifehawaii.org/selfdetermination.html>

1. Original Links provided by Dr. Eggert

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html?rd=1>

[www.imdetermined.org](http://www.imdetermined.org)

1. *A Practical Guide for Teaching Self-Determination*

Authors: Sharon Field, Jim Martin, Bob Miller, Michael Ward and Michael Wehmeyer

1. This site has lesson plan starters. Each lesson plan has 5 components: objective, setting and materials, content taught, teaching procedures, and method of evaluation.

<http://www.uncc.edu/sdsp>

1. This site has printable posters, short inspirational stories and quotes.

<http://www.values.com>

1. Free resource for creating charts and graphs

[www.easyCBM.com](http://www.easyCBM.com)

1. Joe Witt Reading Center - the homepage has links to 1st-5th grade reading probes. The links take you to a second page to choose from levels 1-6 or 7-12. Extra pages for each story have comprehension questions and vocabulary. Pages are copyrighted, but you can email for permission to use. So far, I've just had students read from the computer.

http://www.joewitt.org/reading/

1. Quick clip of Orlando Bloom re: dyslexia

<http://www.hulu.com/watch/154205/access-hollywood-orlando-bloom-ive-learned-to-live-with-and-overcome-my-dyslexia>

1. Good site for HS students. A handbook for advocacy.

<http://www.ctserc.org/transition/A%20Special%20Educational%20Journey%20from%20Self%20Discovery%20to%20Advocacy.pdf>

1. Numerous resources on this site, including an IEP portfolio template.

<http://www.hawbaker.pls.iowapages.org/id2.html>

1. Student Guides for leading an IEP meeting

<http://www.glenncoe.org/__programs/__special_education/documents/SelfDirected_IEP.pdf>

<http://www.nichcy.org/InformationResources/Documents/NICHCY%20PUBS/st1.pdf>

1. Storyline is a website that has famous actors reading stories aloud. They have Thank You, Mr. Falker by Patricia Polloco. The story is all about the author's childhood experience learning to read. After they listen to the story (which has subtitles..in my opinion..crucial benefit) they students are thinking about their "balcony" people or those that cheer them on. They are then writing their own "thank you" to someone who has believed in them. Darling! Just thought I would share.

<http://www.storylineonline.net/>

1. Road to Success: Lessons and Units designed for transition and self-advocacy. From home page, scroll down for the section called “Roads to Success Curriculum.” There, you will find curriculum and lessons plans for grades 7-12.

<http://www.collegeincolorado.org/Home/For_Professionals/Materials.aspx#highschool>

1. Difabilities: A teacher made blog for middle school that includes power point presentations, sample lessons, etc. Found it on Pinterest!

<http://www.difabilities.net/index.htm>

1. Maryland Learning Links: Self-Determination and Self-Advocacy Timelines and Definitions

<http://marylandlearninglinks.org/2761>

1. Free lesson plans on the areas of Trustworthiness, Fairness, Respect, Caring, Responsibility, and Citizenship. Lessons can be chosen by age and subject. Appropriate for upper elementary, middle, and secondary.

<http://charactercounts.org/lesson-plans/index.html>

1. Character Education lesson plans sorted by age level. Appropriate for upper elementary, middle, and secondary.

<http://www.character.org/lessons/lesson-plans/>

1. Great list of ideas for classroom activities/on-going lessons for your classroom. The “Help” video/lesson is included in this site. Appropriate for upper elementary, middle, and secondary. Found on Pinterest!

<http://www.the-teachers-lounge.com/blog/2012/01/the-top-character-education-lessons-plans-and-motivational-videos-of-2011/>

1. Lessons for teaching social skills. Appropriate for middle school and secondary.

<http://www.cccoe.net/social/skillslist.htm>

1. Wisconsin Department of Public Instruction: Opening Doors to Self-Determination Skills. Appropriate for middle school and high school. Go activities/worksheets for problem solving.

<http://dpi.wi.gov/sped/pdf/tranopndrs-self-determination.pdf>