

Self-Advocacy for the 9th Grade Student

Mrs. Daus
Credit value: .50

Units:

1. Your Life in High School
 - a) What Is Your Big Vision of Your Future?
 - b) What Is Your Disability?
 - c) What Kind of Job or Career Do You Want?
 - d) What Help Will You Need In High School?

2. Speak Up – Be Your Own Advocate
 - a) What Is Self-Advocacy?
 - b) Guidelines on How to Advocate for Yourself
 - c) “The Orange Sheet” Self-Advocacy Checklist
 - d) Making Informed Decisions
 - e) Be Assertive!

3. Your Rights and Responsibilities
 - a) Know Your Legal Rights!
 - b) Disability Rights Laws

4. Your Transition Team
 - a) How Your Family Can Help You
 - b) How Others Around You Can Help
 - c) People to Consider for your Team
 - d) Your Personal Support Team

5. Your IEP and Your Transition
 - a) Your Right to an IEP
 - b) Your Individual Education Plan (IEP)
 - c) Getting the Most Out of Your IEP Meetings
 - d) Evaluating Your IEP Meeting
 - e) Accommodations You Can Ask For

6. Paperwork and Records
 - a) The Records You Should File
 - b) Your Records Are Private

7. Your Life after High School
 - a) Preparing for your Career or Job
 - 1) Working with Vocational Rehabilitation
 - b) Preparing for College
 - 1) If You’re Going to College or Vocational School
 - 2) Getting Support at College
 - 3) What You Can Expect – And Not Expect – from College
 - 4) Getting Ready for College in High School
 - 5) Financial Aid for Students With Disabilities

Goals of the Self-Advocacy Class:

- Assist students in understanding their learning strengths, disability, and how to become a skilled advocate. Throughout the course of the quarter students will learn to identify their learning style and strategies that help them learn, while also learning about their disability and its impact on school success.
- Practicing self-advocacy in school is a major highlight of the class. Students will learn how to approach their general education teachers and other educational professionals in the school, identifying their disability, their learning style, and accommodations that may help them while working with them.
- Learning the basic terminology and definitions used in special education will help students become more comfortable with the IEP and transition processes and ease the anxiety of participating in IEP meetings.
- Achieving independence in self-management of class work and responsibilities in school, while demonstrating self-awareness, has a great impact on school success. Teaching self-advocacy to students will assist in accomplishing this.

Standards met by the Self-Advocacy Class:

The following is a list of the Model Academic Standards for the state of Wisconsin, and a brief description of relevance to self-advocacy:

1. Ability to Think

Students will use problem-solving and informed decision-making skills when working with their general education teachers in identifying their learning style and strategies that help them learn, identifying their disability, and making requests for accommodations that can help them experience success in their classes. Students will transfer their self-advocacy skills to new school or community situations throughout the course of the quarter. Students will also use critical and analytical thinking when preparing for and participating in their own IEP meeting.

2. Skill in Communication

Students will develop a variety of skills in communication while confronting their general education teachers and sharing their plans for success in their class and the impact their disability may have on that success. Students will be addressing their general education teachers to discuss their learning style and strategies that may help them learn while also requesting accommodations and/or modifications they may need.

3. Production of Quality Work

Students will be working toward achieving independence in managing their class work and responsibilities in school. They will acquire the skills necessary for seeking assistance on class work, while submitting quality assignments and projects representative of their ability and skill level. Students will learn to develop and pursue academic and behavioral goals they have set for themselves, while continually reflecting upon those goals and making any necessary revisions.

4. Connections with Community

Self-awareness and learning about their disability prepares a student for the transition process to post-secondary adult living. In preparing for post high school job and education opportunities, students will participate in aptitude testing and complete interest inventories to align compatible career choices. Students will take the first steps in recognizing their responsibilities in becoming a model citizen.

The following is a list of Performance Standards for the state of Wisconsin, and a brief description of relevance to self-advocacy:

1. Personal and Social Responsibility

Students will learn to independently self-manage academic responsibilities in their classes through the use of agendas, while assuming personal responsibility in their education. Using reasoning and decision making skills about class assignments/projects, students will determine a course of action needed to complete an assignment/project while considering any accommodations or modifications they feel might assist them. Participating in their IEP meetings and becoming decision makers in their transition process will help students recognize their personal choices and responsibilities in planning for their future.

2. Learning to Learn

Students will demonstrate the ability to set short-term and long-term academic/behavioral goals for their classes and monitor their progress toward those goals through the development of simple action plans. Through self-evaluation, students will become skilled in identifying individual techniques and strategies to assist in maintaining attention to learning tasks, while also identifying areas where improvement is needed.