

Self-Advocacy Guide and Curriculum For Students with Disabilities

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This document was developed and produced as a result of input from several MCIE staff. From an initial set of lessons and overall guide, the curriculum was then formalized and piloted in Montgomery County, Maryland. We are grateful to the teachers, students, and families who allowed us to learn from their participation. In particular we are grateful for their contribution to this work:

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I. Introduction to Self-Advocacy

What is Self-Advocacy?

Self-advocacy is frequently described as representing one's own interests and acting to have control over one's own life and destiny by communicating desires, interests, choices, and goals. It is a component of the broader concept and approach of self-determination which encompasses a broad set of knowledge, skills, and behaviors that enable an individual to seek goals, make decisions, explore options, solve problems, speak up for themselves, understand what supports are needed for success, and evaluate outcomes (Test, Aspel, & Everson, 2006). Self-determination empowers a student to become a causal agent in their life, so that students become "actors in their lives instead of being acted upon" (Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000).

Self-advocacy is a component of self-determination and is defined as a combination of skills, knowledge, and beliefs that enable a person to 1) understand one's strengths and needs; 2) identify one's personal goals; 3) make choices; 4) know one's disability, as well as one's legal rights and responsibilities; and 5) communicate one's needs and the support needed in a variety of settings including school, IEP meetings, social and community outings, and at work (Martin, Huber-Marshall, & Maxon, 1996; Stodden, 2000). All of these skills play an important role in preparation for the transition from school to adult life and the workplace, where sweeping changes characterized by technological advances, intense competition, and high standards of productivity create challenges for all.

What Are the Critical Components of Self-Advocacy?

1. Understanding one's strength and needs

Self-advocacy begins with an understanding of one's strengths, interests, and support needs. As students develop an awareness of themselves and their culture, they can identify the factors that will influence their success in a variety of school, home, social, and employment situations. They can then set personal goals, make decisions, and manage and regulate their actions to ensure that they have some control over decisions and life outcomes.

2. Identifying one's personal goals

With knowledge of one's own strengths and preferences as well as support needs, it becomes possible to identify, articulate, and set a plan for personal goals. Goal setting is a lifelong skill, which helps one to set priorities, recognizes abilities, organize time, and take active ownership in one's own learning. When a student sets an achievable goal, develops a step by step plan or method to achieve that goal, and monitors their own progress on those steps or actions, they will be an active participant in their life as a learner, social partner, employee, and consumer.

3. Making choices

Choice-making means to choose among two or more options, with a full understanding of the meaning of the choices and the implications of that choice. It requires that a person is familiar

and has had experience with available options, can choose without coercion, and can express preferences to other persons. This includes immediate everyday choices, such as what group to work with or what to eat, but also long-term lifestyle choices, such as where or with whom to live or whether to go to college or to work. Making an informed choice allows a person control as well as the potential opportunity to experience the consequences of that choice.

4. Understanding one's disability

Disability is a part of the human experience, but the physical and social world have been built for the typical person. Only when universal design in environment and universal design for learning have been proactively built, do people with disabilities navigate comfortably. When students with disabilities understand the how their disability is similar and different from others' experiences, and the impact of their disability on learning and the norms of the larger community, they will be more able to identify the accommodations and supports that will help them to be successful. Knowing that they are part of a community of people with similar support needs can increase their confidence; being a member of a support community can also increase their competence as they learn from others who have had to face similar community barriers.

5. Communicating one's support needs in a variety of settings

While it is important for students learn about themselves, they also need to be able to communicate their goals, interests, and support needs in a variety of settings. That means that students learn how to introduce themselves, how to state their needs, how to share what they do or do not need to accommodate their disability, and how to request accommodations that the teacher or employer can provide.

What Are the Benefits of Self-Advocacy?

Self-advocacy skills are vital prerequisites for successful inclusion while in school, transitioning to life after school, and for achieving important personal goals. Students who can be effective in communicating their own desires will be more able to stand up to bullying inside and outside of school, to direct their own services, participate and lead their own IEP meetings, set their own employment goals, and navigate the obstacles presented by general education and community environments.

Research suggests that the acquisition of self-advocacy skills may play a vital role in improving outcomes for youth and young adults with disabilities, including enhanced academic performance (Martin, Mithaug, Peterson, VanDyke, & Cash, 2003). Using self-directed learning strategies leads to the improvement of essay composition skills (Graham & Harris, 1989), increased math achievement scores (Schunk, 1981) and increased time-on task for students with learning disabilities (Brownell, Colletti, Ersner-Hershfield, Hershfield & Wilson, 1977). Research also indicates that students with self-advocacy skills show greater class participation, enhanced motivation to perform tasks, and are more likely to achieve their goals (e.g., Gilberts, Agran, Hughes, & Wehmeyer, 2001; Benz, Lindstrom & Yovanoff, 2000; Schunk, 1981). In addition, the positive effect of teaching self-advocacy skills serves as a means to replace and reduce problem behaviors (Martin, et al., 2003).

Two studies looked at the long-term impact on post-secondary outcomes. In the first study, Wehmeyer and Schwartz (1997) found that students with learning disabilities who had higher self-determination

scores in their last year of high school were more likely to have expressed a preference to live outside the family home, were more independent (including maintaining a savings or checking account) and were gainfully employed one year following high school. Of the youth in their study who were employed, Wehmeyer and Schwartz (1997) found that those who were in the high self-determination group earned significantly more per hour than their peers in the low self-determination group.

In the second study, Wehmeyer & Palmer (2003) conducted a follow-up study (2003) with young individuals with cognitive disabilities one and three years after graduation. These studies found similar results in regards to employment and independent living outcomes. Sowers and Powers (1995) showed that self-determination instruction increased the participation and independence of students with severe disabilities in performing community activities.

Specific benefits of Self-advocacy include:

- ✓ Enhanced academic performance
- ✓ Increased time on task
- ✓ Ability to set goals
- ✓ Increased class participation
- ✓ Enhanced motivation
- ✓ Increased communication
- ✓ Decreases in challenging behavior
- ✓ Increased independence

What is the Relationship between Inclusion and Self-Advocacy?

An effective self-advocate will be able to participate in the general education curriculum when they exercise skills in goal setting, problem solving, and decision making, which are frequently required in student achievement standards (Wehmeyer et al., 2003). Moreover, research has documented the positive effect of teaching self-advocacy skills as a means to replace and reduce problem behaviors, which have been identified as a significant barrier to learning in the general education classroom for students with disabilities (Shogren, Faggella-Luby, Bae, & Wehmeyer, 2004). Increased self-advocacy skills are also associated with positive student interaction in the general education curriculum and with peers (Guastello, Beasley, & Sinatra, 2000).

Self-advocacy benefits all students and enhances the quality of inclusion and participation as a learner alongside peers without disabilities. When students understand their gifts and talents as well as their accommodation needs, and when they advocate on their own behalf, they will be more competent in participating in the academic and social activities with students who have and don't have disabilities (Goldber & Cornell, 1998, Hardre & Reeve, 2003).

II. Creating Environments that Support Self-Advocacy Skills

Assess the Current Situation for Natural Teaching Opportunities

Self-advocacy skills such as goal-setting, problem-solving, and decision-making are embedded within the general education curriculum. Consequently, educators are often teaching many of the core component skills of self-advocacy already. It will be helpful to begin with identifying the connections between grade level academic standards and self-advocacy such as:

- Math standards that ask students to solve problems
- History standards that describe one's role in society
- English standards that require students to advocate for themselves or persuade others through speech or writing
- Health standards that focus on learning to make good decisions and setting goals for a healthy lifestyle (Thoma, Bartholomew, & Scott, 2009)

Schools can also naturally promote self-advocacy behaviors when they provide students with opportunities as a part of planning the student's Individualized Education Program (IEP) and in the context of planning specially designed instruction when:

- ✓ Students with IEPs are expected to learn to actively participate in their own IEP meetings, and to lead their meetings, when desired
- ✓ Students with IEPs are taught explicit skills related to active roles in their IEP meetings such as how to open and close a meeting, how to outline a meeting agenda, how to describe their own support needs, etc.
- ✓ Information about students' disabilities and how it affects their learning is shared with the students in a non-stigmatizing way, along with how their strengths facilitate their learning
- ✓ Students have a designated person to talk with when they need to access school or community resources
- ✓ Students make choices for modes to demonstrate their learning and progress through different work products such as cartoon, role play, oral presentation, typing, etc.)
- ✓ Teacher and assistants facilitate adult –student and peer-student interactions, rather than interpreting a student's wishes or being the "spokesperson" for a student with a disability
- ✓ Core and elective classes are structured so students can practice self-directed learning strategies (e.g., goal setting, problem solving, self-regulation, etc.)

Use General Instructional Methods that Increase Self-Advocacy Skills

There are several opportunities to teach self-advocacy skills in the general education classroom when students have an active role and they are involved as active participants in the learning process.

1. Vary teaching and learning opportunities to enhance student engagement

Instructional content can be represented through varying modes, including videos, pictures, adapted books, books on tape, internet games, and other materials to provide information on curriculum content. By offering students opportunities to choose different forms to receive information about the content of the lesson, students gain better access to the curriculum, and also have the opportunity to make choices based on their interests, strengths and current capacities. Learning is enhanced when students have opportunities to engage in activities to extend their learning beyond initial exposure. Working on projects, in groups, or pairs, all students can develop expertise in the content area or depth in a specific area. Cooperative learning strategies and other interactive methods may include:

- Having a group discussion or debate
- Acting out a scene or hosting a 'talk show'
- Think-Pair-Share
- Turn and Talk to a Partner
- Acting out a scene
- Hosting a 'talk show'
- Rapping or singing
- Making a 'Twitter Wall'
- Using a variety of movement options during instruction (see Kluth, 2010)
- Developing electronic products with PowerPoint or other software
- Doing a self-study of a particular topic

Offering students different ways of how they to engage and present their knowledge enables them to learn more about their strengths, needs, and preferences, and to make choices and act on those choices and to express their ideas and demonstrate their knowledge.

2. Include students in the process of lesson planning

Teachers often begin the year with surveys or questions to students about what they really like to do, what works well for them in learning, and how they like to demonstrate what they know. Students can also design their own goal for learning specific content or demonstrating acquired knowledge or skill. When students are given assignments, they could choose:

- ✓ **Actions:** gathering information, organizing information and designing components of a product that displays information
- ✓ **Barriers:** figuring out what they might encounter that will prevent them from taking actions, or identifying problems may prevent completing tasks
- ✓ **Solutions:** finding methods to remove barriers and facilitate the accomplishment of their personal goal(s)
- ✓ **Self-Evaluation:** selecting or designing methods for students to self-monitor and evaluate the actions they take, and reflect on the results

By including students actively in their learning process, they will practice and use self-advocacy skill and learn to communicate effectively within their class, school, and home. **All** students then become critical participants in their learning process with instruction and support.

3. Provide natural supports and minimize extra adult support

As students become self-advocates, they will continue to need some support from adults or peers as opportunities to practice self-advocacy skills continue to develop. Both parents and

adults will want to fade their natural inclination to direct the student, and instead provide guidance for identifying or requesting natural supports that exist within the school, home, and community settings. Natural opportunities for ALL students to use self-advocacy skills can be routinely embedded throughout every lesson using guided questions and evidence-based instructional strategies.

4. Use teachable moments in the IEP process

IEP meetings where students are active participants provide excellent opportunities for them to take greater ownership of their educational experiences. For a student to fully participate in their own IEP meeting they will need to communicate their own strengths and challenges; outline strategies to advocate for the accommodations to be successful; and express their own career or academic interests for the future. Students can develop these skills by attending their own IEP meeting in early years, learning who is on their IEP committee, and identifying goals they want to achieve along with the steps to achieve the goals.

5. Partner with parents to promote self-advocacy

When parents and educators are partners, the development and practice of self-advocacy skills is enhanced. For some parents this may be an uncomfortable proposition since parents are used to articulating what their son or daughter needs based on their life experience and what has worked in the past. Family members are key partners in understanding the student's interests, preferences, and instructional strengths and critical for planning life after school. Parents can promote independence and self-advocacy by: 1) modeling self-confidence, 2) offering systematic choice-making opportunities at home, 3) providing home opportunities to set and achieve goals, 4) providing positive feedback on student goal attainment, and 5) allowing their child to take responsibility for his or her own actions - both successes and failures.

Presume Competence

If we wrongly assume that an individual cannot learn or understand because we do not see evidence of typical communicative responses, and consequently restrict opportunity for that individual to participate in and be valued as a member of their school community, then we have done a great disservice. In contrast, suppose we assume that a person with an obvious disability is, in fact, competent, then we have made the "least dangerous assumption." This affects how we interact with that person and recognize their communication of decisions that affect their current and future life (adapted from <https://www.hussmanautism.org/>).

If teachers have high expectations for all students and assume that, regardless of disability or backgrounds, students can master aspects of a rigorous curriculum and skills necessary for successful post-school life, this will have significant effects on teacher behavior and student performance. Researchers have demonstrated that teachers who express high student expectations have larger academic improvement and growth in their students (Rosenthal & Jacobson, 1968; Clark, 1997). Educators who believe that students with disabilities – even those with obvious disabilities and complex support needs – can meaningfully participate and make progress in the general education curriculum are more likely to adjust the learning environment and collaborate with other professionals to design and implement the supports needed for students with disabilities to succeed.

III. Self-Advocacy Curriculum Pilot and Data

MCIE Self-Advocacy Curriculum Pilot

The *Self-Advocacy Curriculum* was initially piloted with young adults with Down Syndrome who had exited the public school system. Based on that experience, slight revisions were made, incorporating more adaptations for the materials. The curriculum was then offered to public school teachers for implementation.

2014-15 School Year

In the 2014-15 school year, 14 teachers learned the *MCIE Self-Advocacy Curriculum* and taught it to 105 high school students. Training modules were drafted for providing instruction to the teachers at the beginning of the school year and mid-year. On-site coaching sessions were provided to review the delivery of self-advocacy instruction, discuss methods, and provide input. The students who participated were all pursuing a diploma and had specific learning disabilities or autism. Some students were in self-contained classes; about half of them were in co-taught classes with general education students who also received self-advocacy instruction.

2015-16 School Year

Based on feedback from curriculum implementers, a variety of improvements were made to the curriculum. Lessons and materials were modified to add instruction related to policy advocacy and enhance the supplementary materials. A formal teacher self-assessment was designed to measure their knowledge and confidence in teaching self-advocacy skills; and a method to gather teacher feedback on the curriculum itself was designed. In addition, fidelity of implementation measures were developed for assessing the extent to which teachers were implementing the curriculum as intended.

In the 2015-16 school year, 5 teachers were recruited from a middle school and a high school to implement the *Self-Advocacy Curriculum* with students who required more intensive supports. Their students were educated in self-contained classes serving students with intellectual disabilities, autism, and learning disabilities. Approximately half of the students were taking the alternate assessment based on alternate achievement standards.

Results

Data on student self-determination, using a norm-referenced assessment tool was collected pre- and post-instruction in both years and is presented below. There are few research-based self-advocacy or self-determination tools, and the Arc's measure (described on subsequent pages) was selected. Data on teacher implementation fidelity, and feedback from teachers on the curriculum was collected in the 2015-16 year only. On the following pages, student growth in self-determination skills from both years is displayed. Teacher fidelity of implementation, teacher knowledge and confidence in teaching self-advocacy, and teacher feedback on the curriculum itself are described.

Student Skill Assessment

The Arc's [Adolescent Self-Determination Scale](#) is a norm-referenced self-assessment tool designed to examine the essential characteristics of self-determined behavior:

- **Autonomy**
- **Self-Regulation**
- **Psychological Empowerment**
- **Self-Realization**

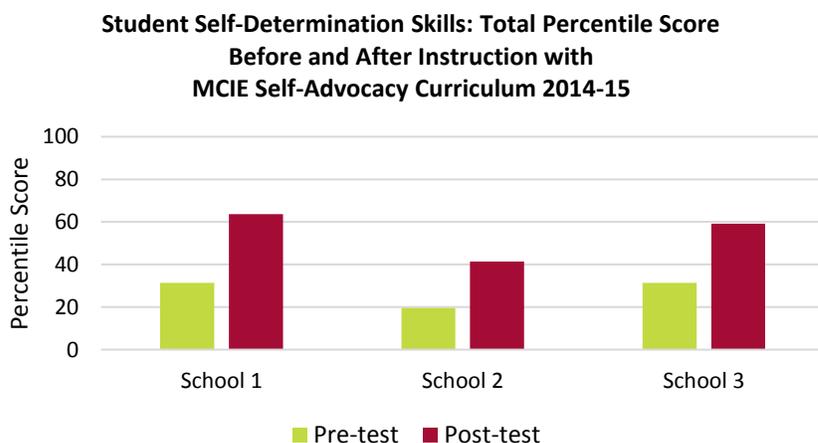
Originally developed in 1995, it was updated in 2014. An accompanying [procedural manual](#) provides detail for administration and scoring. A short form of the Arc's Self-Determination Scale has 28 items and procedural guidelines for administration and scoring. The Short Form was used to assess student skills prior to and after they received instruction in the MCIE Curriculum.

Administration of the **Adolescent Self-Determination Scale – Short Form** results in three types of scores: raw scores, standard scores, and percentile scores (percentile rank equivalent scores). The authors note that: *"It is rarely justifiable to interpret findings based on raw scores alone. There are a number of reasons for this, among them the fact that there are usually different 'points' possible for any given subscale and comparing between two subscales, one with a total of 12 points and another with a total of 18 points, is like comparing apples and oranges. Additionally, some topics are much more difficult than others and a low raw score might be more the norm than high scores."*

The Arc's Self-Determination Scale-Adolescent-Short Form (Revised 2013) is a student self-report measure of self-determination designed primarily for use by, and normed with, adolescents with cognitive and developmental disabilities. The purposes of the Scale are to provide:

- students and educators a tool that assists them to identify student strengths and areas of support and instructional need in self-determination; and
- a research tool to examine the relationship between and among self-determination and factors that promote/inhibit self-determined behavior, to evaluate the efficacy of interventions to promote self-determination, and for use with related research activities.

The Arc's **Self-Determination Scale** should be interpreted using the converted percentile scores that describe the percentage of individuals in the normed reference group who performed at or below the examinee's raw score.



In the initial pilot year, 105 students in 3 schools received instruction in the **MCIE Self-Advocacy Curriculum**. When looking at combined scores across domains, students demonstrated increased skills following instruction in the **MCIE Self-Advocacy Curriculum**.

Figure 1. Change in self-determination skills for students with disabilities in the 2014-15 school year.

As seen in the figure below, increases were evident in most domains for students in all three schools.

- **Self-regulation** skills which showed a dramatic increase across all schools following self-advocacy instruction.
- Similarly, **Self-Realization** skills showed obvious improvements in 2 of the 3 schools, and no change in one school.
- **Psychological Empowerment** scores were similar in pre- and post- training measures in 2 of the schools and increased for students in the third school.
- Skills in **Autonomy** showed modest increases in two schools and a slight decrease in one school.

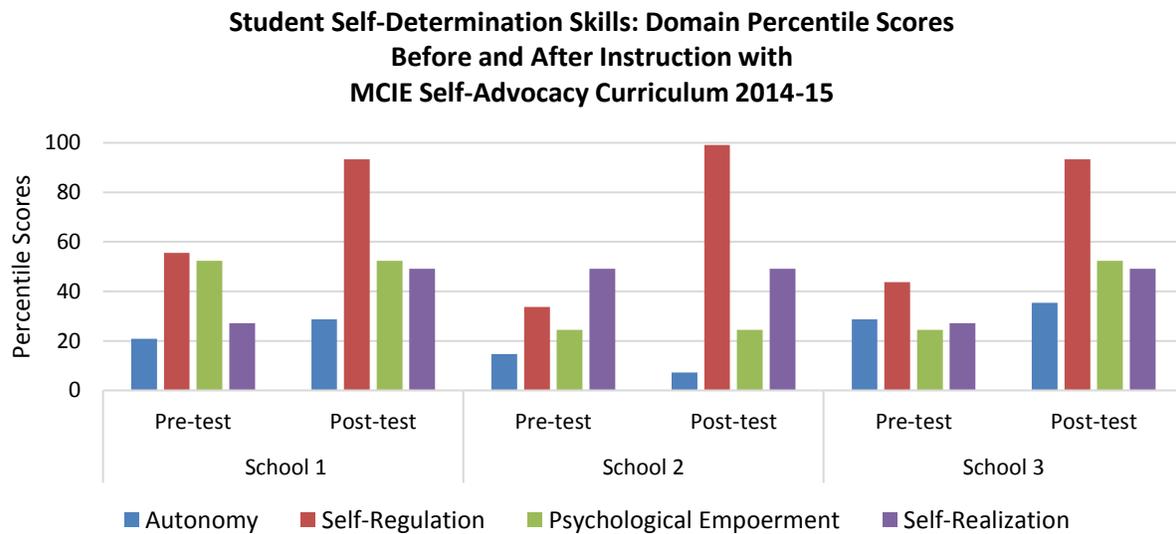


Figure 2. Change in self-determination skills across domains for students with disabilities in the 2014-15 school year.

In the 2015-16 school year, only 35 students were taught the *Self-Advocacy Curriculum*. These students had greater support needs and approximately half of them were taking that alternate assessment. All students were in self-contained classes in either a middle or high school. Their overall self-determination skills were much lower than students who participated in the previous year.

Nevertheless, scores for students in all schools showed improvement. An examination of individual student scores showed that all but one student showed a substantial increase in self-advocacy skills; the increases were most apparent in the **Autonomy** domain.

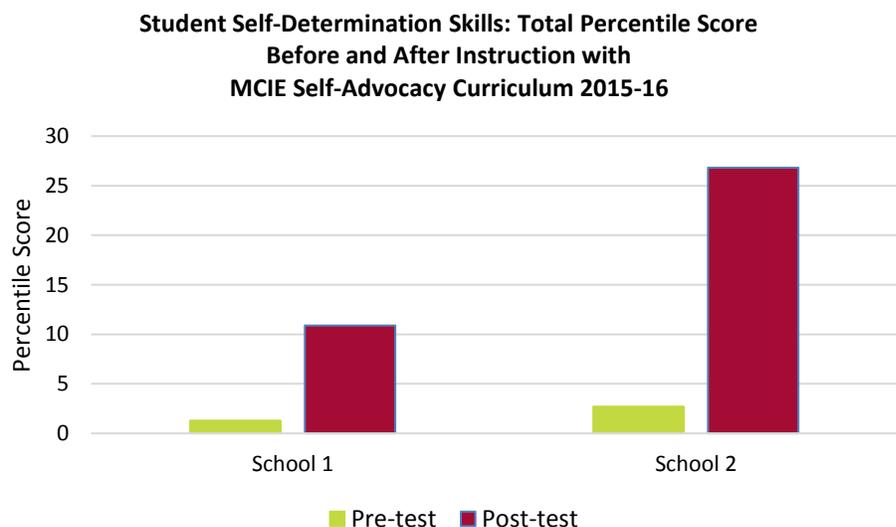


Figure 3. Change in self-determination skills for students with disabilities in the 2015-16 school year.

Teacher Self-Assessment of Knowledge and Confidence

An evaluation survey was designed and implemented in the 2015-16 school year to measure participants' knowledge and confidence in using the *Self-Advocacy Curriculum*. Fourteen teachers participated in the survey. It was only administered following the delivery of the curriculum, so pre-implementation and post-implementation measures are not available.

Knowledge: A survey with a five-point scale was used for the self-assessment, ranging from **NO** knowledge (1) to **SUBSTANTIAL** knowledge (5). Twelve curricular aspects were assessed. Figure 4 shows the percentage of participants who self-rated their knowledge to be “above average” or “substantial” (the top two ratings). The survey can be found on page 161.

Each aspect of the *Self-Advocacy Curriculum* received “above average” or “substantial” ratings from at least 80% of participants. All participants reported high levels of knowledge related to teaching students to understand their legal rights, communicate their ideas effectively, and develop short and long-term goals for themselves. No participants reported that they had “no knowledge” of curricular components after professional development.

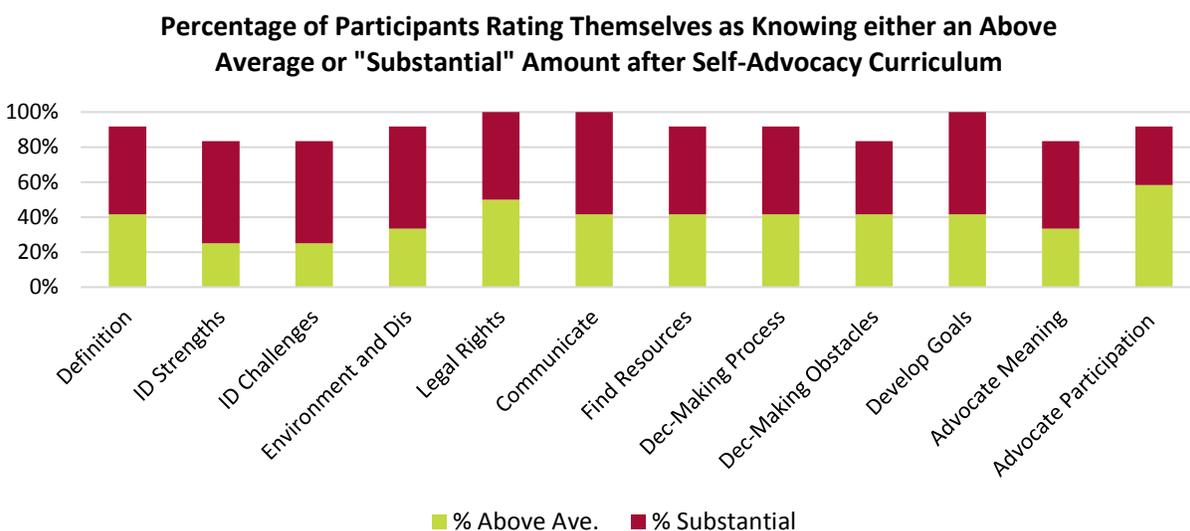


Figure 4. Percentage of participants reporting an “above average” or “substantial” amount of knowledge after completion of the *Self-Advocacy Curriculum*.

Confidence. Participants were asked to rate their confidence in implementing the twelve major aspects of the *Self-Advocacy Curriculum* post-training. The implementation confidence assessment used the same twelve items as the knowledge self-assessment and a 5-point scale. Figure 5 illustrates the confidence participants reported in implementing each aspect of the *Self-Advocacy Curriculum*.

All participants (100%) reported “above average” confidence or better in implementing five of the twelve curricular areas (identifying strengths and challenges, understanding the environment and its effect on disability, understanding legal rights, and locating resources). Participants felt the least confident (72%) in their ability to teach a sequenced problem-solving and decision-making process to help their students navigate around obstacles in life. No participants reported having “no confidence” in any of the twelve curricular competencies.

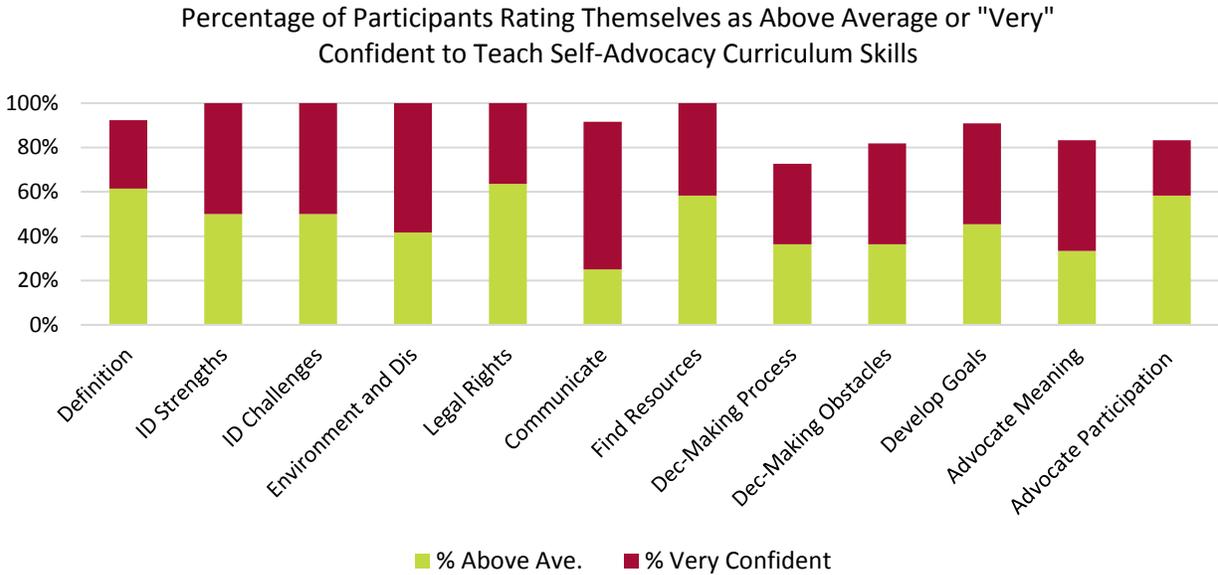


Figure 5. Percentage of participants reporting an “above average” or better self-rating in confidence in implementation of the twelve *Self-Advocacy Curriculum* items.

Curriculum Quality, Usefulness, and Relevance

A measure of the *Self-Advocacy Curriculum’s* quality, usefulness and relevance was designed, based on standards fostered by the United States Department of Education for evaluating services and products. In addition to the teachers implementing the *Curriculum*, 9 additional transition services and support staff attended the training and provided ratings.

Ratings of the percent of teachers who agreed or strongly agreed with the quality, usefulness and relevance of the curriculum and the training that they received for implementation is shown in the chart below:

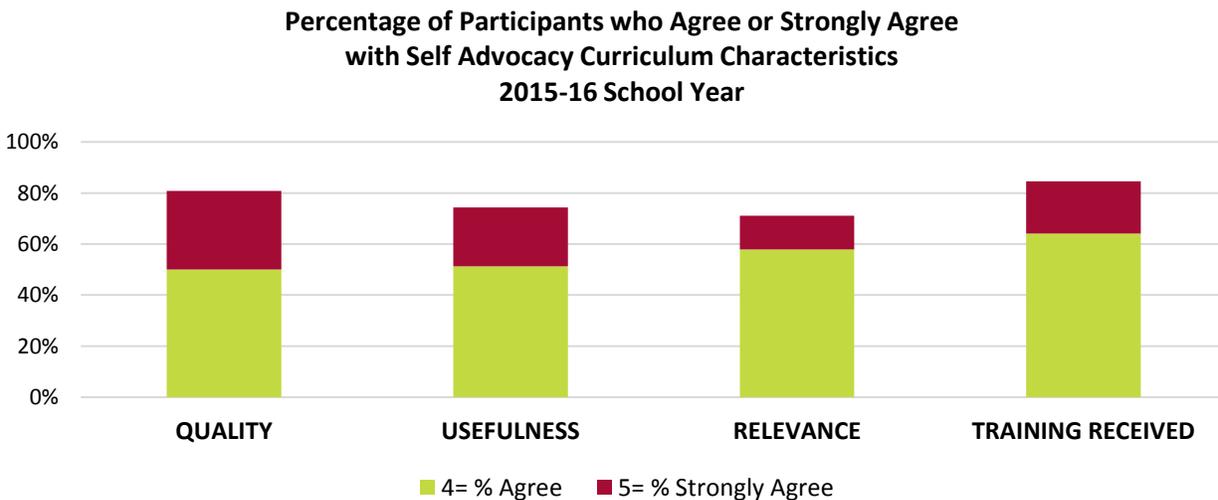


Figure 6. Percentage of participants reporting that “agree” or “strongly agree” with aspects of the *Curriculum*

Below, the participant ratings define the quality, usefulness, and relevance of the curriculum for their students, as well as the quality of training and coaching in received. Items were rated on a scale of strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The ratings are the opinion of 14 educators who participated in the three training sessions on the *Curriculum* implementation and also responded to the survey. The numbers in the chart reflect the percent of the total possible score that could be achieved if all items were rated with the highest possible score (5).

Quality

1. Substance: The <i>MCIE Self-Advocacy Curriculum</i> is high quality and grounded in evidence and accepted professional practice	77%
2. Communication: The <i>MCIE Self-Advocacy Curriculum</i> is understandable, well-organized, and appropriately formatted	97%

Usefulness

3. Need: The content of <i>MCIE's Self-Advocacy Curriculum</i> is important for your students	80%
4. Pertinence: The <i>MCIE Self-Advocacy Curriculum</i> is related to your students' success	78%
5. Reach: The <i>MCIE Self-Advocacy Curriculum</i> is applicable to diverse groups of students with disabilities*	68%

*Teachers noted that modifications sometimes needed to be made to accommodate the various disability and learning needs of their students. Some of the videos were relevant for students with learning disabilities but may not have been relevant for students with cognitive disabilities. Teachers may want to consider reviewing prior to implementation in order to plan modification based on the students they will be teaching.

Relevance

6. Ease: The <i>MCIE Self-Advocacy Curriculum</i> is easy to understand, with clear directions	80%
7. Likelihood of Use: Your students are more likely to be self-advocates as a result of the <i>MCIE Self-Advocacy Curriculum</i>	72%
8. Replicability: Your students are more likely to be self-advocates in a variety of settings (school, home, community, work) as a result of the <i>MCIE Self-Advocacy Curriculum</i>	74%

Training Provided

9. Adaptability: The information in the training sessions allowed you to understand how to implement and adapt it to your students	77%
10. Understandable: The training sessions were organized and provided understandable information	88%
11. Applicable: The training sessions for the <i>MCIE Self-Advocacy Curriculum</i> considered application to your current situation	74%

IV. Self-Advocacy Lessons

The *MCIE Self-Advocacy Curriculum* was developed around a conceptual framework for self-advocacy introduced by Test, Fowler, Wood, Brewer, and Eddy (2005). Based on a review of the literature and input from stakeholders, the Test et al. (2005) framework involves self-knowledge, knowledge of rights, and communication and leadership and is the focus of the initial 7 lessons and the last two lessons (11 – 12). Three additional lessons (Lessons 8-10) teach students foundational self-determination skills (e.g., decision making, problem solving, and goal-setting) to support them in self-advocacy and public advocacy. These lessons are based on the Self-Determined Learning Model of Instruction (SDLMI) (Mithaug, Wehmeyer, Agran, Martin, & Palmer, 1998; Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000), an evidence-based practice shown to promote self-determination (Wehmeyer, Shogren, Palmer, Williams-Diehm, Little, & Boulton, 2012) and goal attainment (Shogren, Palmer, Wehmeyer, Williams-Diehm, & Little, 2012). The SDLMI consists of a sequenced process for goal-setting: setting the goal, taking action, and adjusting the goal or plan.

MCIE developed a sequenced process for decision making, problem solving, and goal-setting as part of the self-advocacy curriculum. (See *Steps to Making Big Decisions*, *Steps to Solving Problems*, and *Steps to Achieving Goals*, attached.) In Lesson 8, students are introduced to a six-step decision making process:

1. See the choice or decision to be made
2. Inform yourself
3. Think about preferences and consequences
4. Decide on your preferred action
5. Act on your decision
6. Evaluate the results

This process is slightly modified in Lessons 9 and 10. In Lesson 9, the problem-solving process introduces an additional step: in addition to informing themselves about possible solutions to problems, students are prompted to make note of obstacles they may encounter as they attempt to solve problems. The goal-setting process introduced in Lesson 10 prompts students to develop an action plan of steps necessary to achieve a specified goal. On the following pages, the learning progression is explained followed by each individual lesson.



Lesson Progression

1. **In Lesson 1**, students develop ground rules for participation in the unit based on expectations that they will talk, listen, and respect each other. Students are then introduced to the components of self-advocacy (see *Components of Self-Advocacy / Public Advocacy*, attached) and identify personal strengths, interests, needs, and preferences.
2. **In Lesson 2**, students continue to identify strengths, differentiate between their own strengths and those of others, and relate individual strengths to effective self-advocacy.
3. **In Lesson 3**, students identify individual challenges in a variety of contexts (e.g., school, work, home, friendships), differentiate between their own challenges and those of others, and relate self-awareness of strengths and needs to effective self-advocacy and improved quality of life.
4. **In Lesson 4**, students are introduced to the social model of disability. Students define disability as the result of an interaction between an individual and his or her environment. In addition, they differentiate between disability and inability.
5. **In Lesson 5**, students identify federal laws that protect them from discrimination based on their disabilities, and they relate disability classification to protections under the IDEA and the ADA. At the conclusion of this lesson, students identify their own disability classification(s) under the IDEA.
6. **In Lesson 6**, students identify and model strategies for effective communication, differentiate between effective and non-effective communication, and demonstrate effective communication in the context of self-advocacy.
7. **In Lesson 7**, students identify resources available to them to use for help and support. Specifically, they identify (a) resources on which they currently rely and reasons that these resources are helpful and supportive, (b) at least one resource they would like to use more often, and (c) at least one resource about which they would like to learn more.
8. **In Lesson 8**, students are introduced to a six-step sequenced decision-making process (see above). Students identify common decisions they make in their everyday lives, apply the decision-making process to real-life scenarios, and identify a situation in their own lives in which they could apply the sequenced decision-making process.
9. **In Lesson 9**, students identify common obstacles people face in everyday life and common problems that they themselves have faced. Students are introduced to a seven-step sequenced problem-solving process, apply the process to real-life scenarios, and identify a problem they currently face to which they could apply the problem-solving process.
10. **In Lesson 10**, students are introduced to goals, goal-setting, and develop of action plans to meet individual goals. Students distinguish between achievable and unachievable goals and identify individual short-term and long-term goals. Students then apply a sequenced goal-setting process to a personal short-term goal and identify an individual long-term goal for which they could create an action plan and apply the goal-setting process.
11. **In Lesson 11**, students define public advocacy and distinguish between individual advocacy and group advocacy. In addition, students explore their concepts of community and identify communities to which they belong and in which they participate (e.g., through community service experiences). At the conclusion of the lesson, students select a local community service opportunity that interests them, provide reasons they hold interest in the opportunity, and identify a personal strength that would support their participation in the opportunity.

12. **In Lesson 12**, students explore their role in and opportunities to participate in government. Students identify rights and opportunities of US citizens that are protected by the ADA and describe governmental processes that ensure equal representation in government for US citizens. In addition, students distinguish between levels of government in the US, describe ways they are able to participate in government, and identify at least one issue that they perceive impacts their school community.

MCIE Self-Advocacy Curriculum Learning Progression		
Lesson Number	Title	Self-Advocacy Components
1	What is Self-Advocacy?	Overview
2	My Individual Strengths	Being self-aware
3	My Individual Challenges	Being self-aware
4	Disability and the Environment	Understanding your disability
5	Disability Classification and Individual Rights	Understanding your disability Understanding your rights
6	Communication for Effective Self-Advocacy	Being self-aware Speaking up Communicating
7	Identifying Resources	Identifying resources
8	Self-Advocacy and Making Decisions	Choice making Decision making
9	Self-Advocacy and Solving Problems	Problem solving
10	Self-Advocacy and Reaching My Goals	Goal setting and achievement
11	Public Advocacy and Community Participation	Being self-aware Understanding your rights Speaking up Communicating Identifying resources Choice making Leadership
12	Public Advocacy and Participation in Government	Understanding your rights Speaking up Communicating Identifying resources Problem solving Goal setting and achievement Leadership

Alignment with State Common Core Standards

Research tells us that individuals who learn to be good self-advocates achieve better post-school outcomes. Explicit instruction and opportunities to practice in natural environments are ways to make sure that is occurs. The matrix below shows how the lessons in the *MCIE Self-Advocacy Curriculum* align with the [State English/Language Arts Common Core Standards](#) from pre-kindergarten to high school. Social Studies curricula for grades 6 – 12 are also aligned. The 12 lessons can easily be embedded into classes across the grade levels to allow to time for instruction on self-advocacy skills throughout a student’s school year.

Lesson	Grade													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Lesson 1: <i>What is Self-Advocacy?</i>	x	x			x			x		x	x	x	x	x
Lesson 2: <i>My Individual Strengths</i>	x	x			x		x	x	x		x		x	
Lesson 3: <i>My Individual Challenges</i>		x			x			x		x	x		x	
Lesson 4: <i>Disability and the Environment</i>	x		x	x				x	x	x	x	x		x
Lesson 5: <i>Disability Rights and Individual Classification</i>		x		x	x			x	x	x	x	x	x	x
Lesson 6: <i>Communication for Effective Self-Advocacy</i>	x		x		x		x	x	x	x	x	x	x	x
Lesson 7: <i>Identifying Resources</i>		x	x	x					x	x			x	x
Lesson 8: <i>Self-Advocacy and Making Choices</i>		x		x	x	x	x	x	x	x		x	x	x
Lesson 9: <i>Self-Advocacy and Solving Problems</i>					x	x	x		x	x		x	x	x
Lesson 10: <i>Self-Advocacy and Reaching My Goals</i>					x	x	x	x	x	x		x	x	x
Lesson 11: <i>Advocacy for Others</i>	x	x	x	x	x	x	x	x		x	x	x		x
Lesson 12: <i>Making My Voice Heard: Participation in Government</i>		x	x	x		x	x	x		x		x	x	x

Source for State CCR-Aligned Units of Study: <http://www.corestandards.org/>

On the following pages, the 12 lessons are described, along with sample materials for each lesson. This is followed by fidelity of implementation checklists that can be used as a self-assessment or in peer or coaching observations.

Lesson #1: What Is Self-Advocacy?

Objectives:

- ❖ Students will develop ground rules for participation in the Self-Advocacy Unit using their own words and examples based on the expectations that they will *talk, listen and respect each other*.
- ❖ Students will be able to identify components of self-advocacy, provide examples for each component, and identify ways that self-advocacy can help them take charge of their lives and futures.
- ❖ Students will identify personal strengths, interests, needs, and preferences.

Curricular Support Materials:

- ❖ *Components of Self-Advocacy* handout
- ❖ *Being self-Aware* worksheet
- ❖ *Stories from Self-Advocates* [website](#)
- ❖ *What is Self-Advocacy* [video](#)

Implementation Materials:

- ❖ Large chart paper
- ❖ Markers
- ❖ Sticky notes
- ❖ Scratch paper
- ❖ Handouts of *Components of Self-Advocacy* (optional)

Time:

Approximately 90 minutes

1. **Orientation:** Development of Classroom Behavioral Rules (20-30 minutes)

- ❖ Place 3 pieces of large chart paper around the classroom. Each one should have a behavioral expectation as the heading (*Talk, Listen, Be Respectful*).
- ❖ Prompt students to write (or dictate as needed) a rule they think is important for each of the course expectations on a sticky note and place the sticky note on the corresponding chart paper.
- ❖ Once each student has completed this task, solicit one student volunteer or selects one student to read the rules for one of the expectations.

- ❖ Guide a group discussion of the items on the sticky notes and assists students to select the two or three rules they determine to be most important for smooth classroom interaction, learning and instruction.
- ❖ Highlight the importance of confidentiality around topics to be discussed in the unit that participants may not want peers to share with others outside of the class.
- ❖ Direct student reader to circle the selected rules or move the chosen sticky notes to the top of the page and includes confidentiality as a rule under the heading *Be Respectful*.
- ❖ Prompt students to provide examples of what the rule/behavior would look like in this classroom setting.

2. Explicit Instruction (20-30 minutes)

- ❖ Display information from *Components of Self-Advocacy* handout on a sheet of chart paper in a classroom location that is visible to all, or Teacher distributes to each student the *Components of Self-Advocacy* handout.
- ❖ Introduce the meaning of self-advocacy: Self-advocacy means taking the responsibility to communicate your needs and desires to others in a straightforward manner.
- ❖ Show a video or provides an example of a scenario modeling self-advocacy.
- ❖ Introduce the components of self-advocacy on sheet of chart paper or in hand-out form and provides 2-3 examples for each component:
 - **Being self-aware** ... of your strengths, interests, needs, and preferences
 - **Understanding your disability** ... and how it impacts your life in school, home, work, and the community
 - **Understanding your rights** ... as a citizen and as an individual with a disability
 - **Speaking up** ... for yourself
 - **Communicating** ... information about yourself
 - **Identifying resources** ... in your community (e.g., people, information, technology) that are available to help you to be successful in adult life
- Introduce life activities in which self-advocacy helps you be more powerful and effective and provides examples for each life activity:
 - **Making choices and decisions** ... that affect you
 - **Solving problems** ... in ways that works best for you
 - **Reaching goals and dreams** ... that you decide are important to you and achievable
- Highlight the self-advocacy components that are the focus of the day's lesson (being self-aware, communicating, speaking up, identifying resources) and informs students that the other components and life activities will be addressed in greater depth in later lessons.

3. Guided Practice (30-40 Minutes)

- ❖ Hand out *Being Self-Aware* worksheet to each student.

Small Group Activity

- ❖ Divide class into small groups.
- ❖ Assign each group to complete three of the four prompts on the *Being Self-Aware* worksheet and encourages students to help each other if they have difficulty with the assignment.
- ❖ Circulate among groups.
- ❖ Encourage students to ask peers for assistance when they encounter difficulty.
- ❖ Point out instances of self-advocacy when students ask for help (e.g., communicating needs, identifying and making use of resources).
- ❖ When students have completed worksheet, assign role play activity:
 - Each group selects one item listed in their group as a need or preference and creates a role play scenario (e.g., skit) in which someone is asking for help from another person or expressing a preference to another person.

Large Group Activity

- Direct each group to perform their role play for the large group.
- Lead large group discussion after each role play and highlights components of self-advocacy (e.g., being self-aware, speaking up, communicating, identifying resources).
 - What did the student in the role-play need or what was their preference?
 - Who did the student identify as a resource (e.g., who was the other person in the skit)?
 - Did the student communicate the need or preference to the other person? How?
 - What are other ways the student might have communicated the request or preference?

4. Independent Practice (5 Minutes)

Exit Ticket

- ❖ Distribute to each student an index card (i.e., “exit ticket”) that prompts students to (a) write their name, (b) identify something in their lives (at home, school, work, etc.) they feel they could use some help with or something that someone they know can use some help with, and (c) identify one resource they could refer to for assistance.

Gold Star Exit Challenge (optional)

- ❖ Encourage students to share with a family member the preferences they listed on their *Being Self-Aware* worksheet and to share with the class during the next lesson how the conversation with their family member went.

Components of Self-Advocacy

What does self-advocacy mean?

Self-advocacy means taking the responsibility to communicate your needs and desires to others in a straightforward manner.

Components of self-advocacy:

- **Being self-aware** ... of your strengths, interests, needs, and preferences
- **Understanding your disability** ... and how it impacts your life in school, home, work, and the community
- **Understanding your rights** ... as a citizen and as an individual with a disability
- **Speaking up** ... for yourself
- **Communicating** ... information about yourself
- **Identifying resources** ... in your community (e.g., people, information, technology) that are available to help you to be successful in adult life

Self-advocacy helps you be more powerful and effective in:

- **Making choices and decisions** ... that affect you
- **Solving problems** ... in ways that works best for you
- **Reaching goals and dreams** ... that you decide are important to you and achievable

Being self-aware ...

<p>Strength:</p> <p>I am good at ...</p>	<p>Interests:</p> <p>I like to ...</p>
<p>Needs:</p> <p>One thing I could use some help with at home, school, or work is ...</p>	<p>Preferences:</p> <p>After I finish high school I would like to (circle all that apply):</p> <ul style="list-style-type: none">Live with familyLive with friendsLive by myselfGo to collegeGet a jobOther ...

Lesson #2: Being Self-Aware – My Strengths

Objectives:

- ❖ Students will identify their individual strengths.
- ❖ Students will differentiate between their individual strengths and those of others.
- ❖ Students will relate understanding of strengths to effective self-advocacy.

Curricular Support Materials:

- ❖ *My Individual Strengths* worksheet

Instructional Materials:

- ❖ Classroom behavioral rules chart
- ❖ Slide or handout: *My Individual Strengths* worksheet
- ❖ Lesson 1 exit tickets
- ❖ Index cards
- ❖ Markers

Time:

- ❖ Approximately 60 to 90 minutes

1. Review and Preview (5-10 minutes)

- ❖ Display the chart of classroom behavioral rules (created in Lesson 1) in a classroom location that is visible to all or distributes to students a handout of classroom behavioral rules.
- ❖ Display a sheet of chart paper or projected slide containing the components of self-advocacy introduced in Lesson 1 in a classroom location that is visible to all or distributes to students the *Components of Self-Advocacy* handout.
- ❖ Prompt students to review the classroom behavioral rules, prompts students to ask questions they may have about the classroom behavioral rules, and reminds students of their responsibility as classroom “citizens” to adhere to them.
- ❖ Ask students who completed the *Gold Star Exit Challenge* from Lesson 1 to share with the class how their conversations with family members about preferences went.
- ❖ Highlight “being self-aware” as the component of self-advocacy that will be the focus of the day’s lesson.

2. Explicit Instruction (40-50 minutes)

Strengths

- ❖ Distribute to each student *My Individual Strengths* worksheet.
- ❖ Introduce large group to a list of the Teacher’s individual strengths (e.g., writing, cooking, patience, following directions).
- ❖ Prompt each student to share with the large group at least one thing they do well (e.g., strengths).
- ❖ Encourage students to rely on classroom peers as “resources” to help identify a student’s strengths (if / when a student is unable to identify own individual strengths) and highlights “identifying resources” as a component of self-advocacy.
- ❖ After all students have shared a strength, highlight the diversity of strengths among the class participants, emphasizing that everyone has a unique set of strengths.
- ❖ Direct each student to record on their *My Individual Strengths* worksheet the strength(s) identified.

Strengths and Effective Self-Advocacy

- ❖ Provide real or fictional examples of something not going well in the Teacher’s life (e.g., unfair parking ticket) and how one of his strengths might help him self-advocate to make things better (e.g., strength in writing helps him/her write a letter disputing the ticket; strength in patience helps him/her wait for a hearing to dispute the ticket).

3. Guided Practice (15-20 minutes)

Small Group Activity

- ❖ Divide the class into groups of 2-3 students.
- ❖ Hand out exit tickets collected at the end of Lesson 1.
- ❖ Prompt students to review their exit cards from Lesson 1 and what they identified as something in their lives that they feel they could use some help with or something that someone they know can use some help with.
- ❖ Prompt students to circle one strength on their *My Individual Strengths* worksheet that they could use to obtain help with the need they identified on the exit ticket from Lesson 1.
- ❖ Prompt students to explain to the other student(s) in their group how they (or someone they know) might use this individual strength to obtain help with the need they identified on the exit ticket from Lesson 1.
- ❖ Encourage students to rely on the other student(s) in their group as “resources” (if necessary) to help them generate a response to the prompt.

4. Independent Practice (10 minutes)

Exit Ticket

- ❖ Distribute to each student an index card (i.e., “exit ticket”) that prompts students to identify a way they can use their identified individual strength to obtain help with the need they depicted on the exit ticket from Lesson 1 (i.e., self-advocate effectively).

Gold Star Exit Challenge

- ❖ Encourage students to:
 - Share their exit ticket from Lesson 1 and their *My Individual Strengths* worksheet with a family member and role play using their individual strength to obtain help.
 - Share with the class how the role-play with the family member went.

My Individual Strengths

1.
2.
3.
4.
5.

CHALLENGE:

- (1) Show this list to your family member and see if you can complete the list together.
- (2) Show your family member your exit ticket from Lesson 1 and tell them about the “something” you feel you could use some help with.
- (3) With your family member, role-play using the strength you circled to obtain the help you feel you need.

Lesson 3: Being Self-Aware - My Challenges

Objectives:

- ❖ Students will identify their individual challenges in a variety of contexts (e.g., school, work, home, with friends).
- ❖ Students will differentiate between their individual challenges and those of others.
- ❖ Students will relate understanding of individual challenges to awareness of individual needs.
- ❖ Students will relate self-awareness of needs to effective self-advocacy and improved quality of life.

Curricular Support Materials:

- ❖ Video(s) of people talking about individual challenges they face, for example: several [youth with intellectual disabilities](#); a [comedian](#) talks about the lack of ADA implementation; a girl with a [physical disability](#) talks about challenges.
- ❖ *Communicating a Challenge* worksheet

Instructional Materials:

- ❖ Classroom behavioral rules chart, slide, or handout
- ❖ *Communicating a Challenge* worksheet
- ❖ Markers
- ❖ Scratch paper
- ❖ Sticky notes
- ❖ Large chart paper
- ❖ Computer with screen and video projector

Time:

- ❖ Approximately 75-105 minutes

1. Review and Preview (5-10 minutes)

- ❖ Display the chart of classroom behavioral rules (created in Lesson 1) in a classroom location that is visible to all or distributes to students a handout of classroom behavioral rules.

- ❖ Display a sheet of chart paper or projected slide containing the components of self-advocacy introduced in Lesson 1 in a classroom location that is visible to all or distributes to students the *Components of Self-Advocacy* handout.
- ❖ Highlight “being self-aware” as the component of self-advocacy that will be the focus of the day’s lesson.
- ❖ Prompt students to share with the large group one of their strengths (either a strength identified in Lesson 2 or a different strength).
- ❖ Ask students who completed the *Gold Star Exit Challenge* from Lesson 2 to share with the class their experiences with family members in using role play to use strengths to self-advocate.

2. Explicit Instruction (35-45 minutes)

Challenges

- ❖ Show large group short video(s) of people identifying and talking about individual challenges they face in life (e.g., people with blindness, people with developmental disabilities).
- ❖ Highlight that the different individuals in the videos faced different challenges.
- ❖ Highlight that people in the videos are self-aware because they are able to identify and discuss challenges they face at home, work, school, with friends, etc.
- ❖ Distribute set of five sticky notes to each student.
- ❖ Display sheet of chart paper with five columns and write five challenges that people faced in the videos on the column headings, selecting column headers that overlap with individual challenges faced by students in the class.
- ❖ Direct students to place a sticky note under each column if they feel they face the challenge identified in the column header.
- ❖ Highlight the overlap and divergence of individual needs of students and their peers:
 - What challenge(s) did many of you identify as one of your own individual challenges?
 - What challenge(s) did only a few (one, none) identify as an individual challenge?
 - Everyone has challenges. In the same way that we all have a different set of strengths, we all have a different set of challenges.

Awareness of Challenges and Effective Self-Advocacy

- ❖ Prompt students to suggest ways that being aware of their own challenges can help people be more successful in getting what they need.
 - Why might it be a good thing for someone to be aware of the things that are hard for them and to be able to discuss these things with others?
 - The people in the videos were aware of their challenges and were able to communicate their challenges to other people. How might this make their lives better?

- ❖ Highlight that effective self-advocacy requires understanding your individual challenges and needs and the ability to communicate these challenges and needs to others.

3. Guided Practice (30-40 minutes)

Small Group Activity

- ❖ Hand out *Communicating a Challenge* activity and reads the directions to the class.
- ❖ Divide the class into pairs (groups of 2).
- ❖ Instruct each student to complete the activity and to work in pairs to help each other identify a challenge and/or complete the communication activity.
 - Practice your speech or song with your partner and ask for feedback.
 - Show your drawing or written response to your partner and ask for feedback.
 - Ask your partner to participate in your role play.

Large Group Activity

- ❖ After students have completed the activity, direct all students to form a large circle.
- ❖ Prompt students to share their communication activity with the large group.

4. Independent Practice (10 minutes)

Exit Ticket

- ❖ Distribute to each student an index card (i.e., “exit ticket”) that prompts students to write four challenges they face: one at home, one in school, one at work, and one with friends.

Gold Star Exit Challenge

- ❖ Encourage students to:
 - Share their *Communicating a Challenge* worksheet with a family member or friend and see if they can communicate their challenge using a different means of communication than the one they used in class.
 - Share with the class their experiences in using an alternative means to communicate their challenge.

Communicating a Challenge

1. Think about a challenge you face at home, in school, at work, or when you are with friends.

What is difficult for you?

What do you find frustrating?

2. Complete the following sentence:

One challenge I face at home / in school / at work / with friends (circle one) is:

3. Choose an activity below to communicate your challenge to the class (circle one):

Speaking

Role play

Drawing

Song

Writing

CHALLENGE:

Show this list to your family member or friend and see if you can communicate your challenge using a different means of communication than the one you used in class.

Lesson 4: Understanding My Disability and My Rights Disability and the Environment

Objectives:

- ❖ Students will define disability as the result of an interaction between an individual and his or her environment.
- ❖ Students will differentiate between disability and inability.

Curricular Support Materials:

- ❖ [Photos](#) of people in wheelchairs
- ❖ *Disability Cartoons* packet ([Cartoon 1](#), [Cartoon 2](#))

Instructional Materials:

- ❖ Classroom behavioral rules chart, slide, or handout
- ❖ Photos of people in wheelchairs
- ❖ *Disability Cartoons* packet
- ❖ Markers
- ❖ Scratch paper

Time:

- ❖ Approximately 60-90 minutes

1. Review and Preview (5-10 minutes)

- ❖ Display chart of classroom behavioral rules (created in Lesson 1) in a classroom location that is visible to all or distributes to students a handout of classroom behavioral rules.
- ❖ Display a sheet of chart paper or projected slide containing the components of self-advocacy introduced in Lesson 1 in a classroom location that is visible to all or distributes to students the *Components of Self-Advocacy* handout.
- ❖ Remind students that previous lessons covered self-awareness of their individual strengths and challenges they face.
- ❖ Highlight “understanding my disability” as the component of self-advocacy that will be the focus of the day’s lesson.

- ❖ Ask students who completed the Gold Star Exit Challenge from Lesson 3 to share with the class their experiences with family members or friends in using a different means to communicate a challenge they face.

2. Explicit Instruction (20-30 minutes)

Disability as an Environmental Construct

- ❖ Display three photos of person in a wheelchair (one facing the obstacle of climbing stairs; one using a ramp in place of stairs; and one in an elevator).
- ❖ Define disability: Disability results when an individual is in an environment that is not well matched to the individual's strengths and challenges.
- ❖ Prompt and guide students to identify the person's strengths (e.g., eyesight, appears in good health, etc.) and challenges (e.g., relies on wheelchair for mobility).
- ❖ Highlight the differences in environment for the three people in the photographs and that the environment with the elevator eliminates the "disabling" condition that a person in a wheelchair faces.

Disability vs. Inability

- ❖ Refer to the photos to highlight and lead large group discussion on the difference between inability and disability.
 - What types of activities are these people unable to do? Why?
 - Are these people able to go to school? work? a baseball game?
 - How can they get to these places (e.g., bus, car, train)? What "disabling" obstacles might they face in their environments (e.g., lack of elevators or ramps)

3. Guided Practice (30-40 minutes)

- ❖ Show and, if necessary, explain three disability cartoons (e.g. [Cartoon 1](#), [Cartoon 2](#)) to the large group and introduce a small group activity.

Small Group Activity

- ❖ Students must choose a cartoon they feel is an example of how the environment can create a disability.
- ❖ Students must move to the table where their cartoon is placed and discuss the following questions as a group:
 - What character(s)/individual(s) is "disabled" in this cartoon? Why?
 - What creates a mismatch between the character(s) and the environment?
 - Does what you see in the cartoon look fair to everyone? Why or why not?
 - Who would **not** be "disabled" in this environment?
 - How could you change the environment so that it was equally fair to everyone?

- ❖ After students have completed the activity, direct all students to form a large circle.

Large Group Activity

- ❖ Solicit one group member from each group to share their highlights of the small group discussion with the large group.

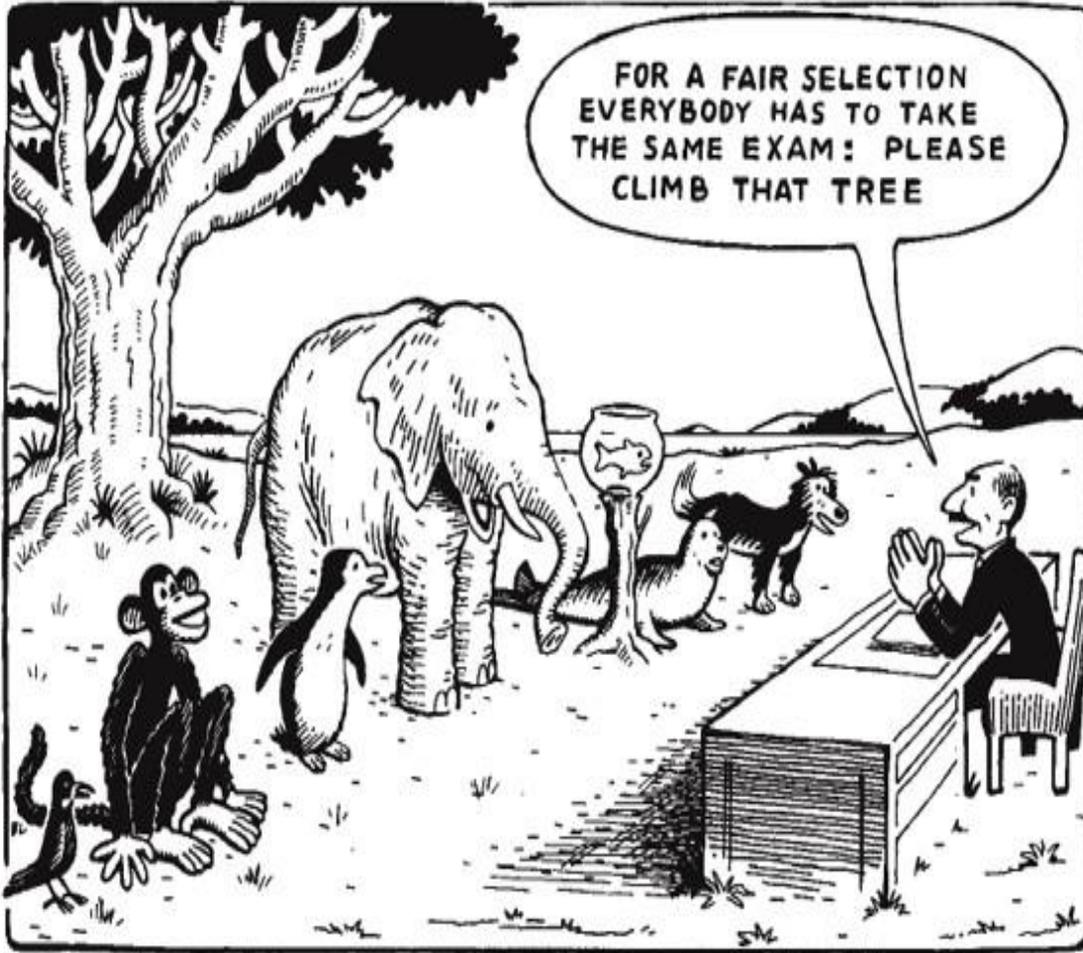
4. Independent Practice (10 minutes)

Exit Ticket

- ❖ Distribute to each student an index card (i.e., “exit ticket”) that prompts students to respond to the following:
 - One way my classroom, work, or home environment creates a disability for me is ...
 - One way to improve my classroom, work, or home environment so that I can better show my abilities would be ...

Gold Star Exit Challenge

- ❖ Encourage students to:
 - Draw a cartoon that depicts how the environment can create a disability for someone.
 - Share their cartoon with the class at the next meeting.





"Do you have a longer straw?"

Lesson 5: Understanding My Disability and My Rights

Individual Classification

Objectives:

- ❖ Students will identify federal laws that protect them from discrimination based on their disabilities.
- ❖ Students will relate disability classification to the IDEA and the ADA.
- ❖ Students will identify their individual disability classifications under the IDEA.

Curricular Support Materials:

- ❖ Three photos of people in wheelchairs (from Lesson 4)
- ❖ *Including Samuel Preview* video clip
- ❖ List of disability categories covered under the IDEA

Instructional Materials:

- ❖ Classroom behavioral rules chart, slide, or handout
- ❖ Markers
- ❖ Scratch paper
- ❖ Large chart paper sheet with list of disability categories covered under the IDEA

Time:

- ❖ Approximately 75-105 minutes

1. Review and Preview (5-10 minutes)

- ❖ Display the chart of classroom behavioral rules (created in Lesson 1) in a classroom location that is visible to all or distributes to students a handout of classroom behavioral rules.
- ❖ Display a sheet of chart paper or projected slide containing the components of self-advocacy introduced in Lesson 1 in a classroom location that is visible to all or distributes to students the *Components of Self-Advocacy* handout.
- ❖ Remind students that previous lessons covered self-awareness of their individual strengths and challenges and an introduction to disability and environmental factors that help create disabilities.

- ❖ Highlight “understanding my disability” and “understanding my rights” as the components of self-advocacy that will be the focus of the day’s lesson.
- ❖ Ask students who completed the *Gold Star Exit Challenge* from Lesson 4 to share with the class their cartoons depicting ways the environment may create disabilities.

2. Explicit Instruction I (35-45 minutes)

Disability Rights – The IDEA

- ❖ Introduce examples from Lesson 4 exit tickets of:
 - (a) environmental barriers the students face in their classroom, home, or work environments;
 - (b) the students’ suggestions on ways to improve their environments so they can better show their abilities.

(If Lesson 4 exit tickets do not provide sufficient examples of the challenges the students face, Teacher introduces examples based on his / her experiences with the students in the classroom.)
- ❖ As discussion of Lesson 4 exit tickets progresses, ask the large group how many of them face the same barrier and highlights commonalities and differences.
- ❖ Show video [Including Samuel Preview](#).
- ❖ Ask students about their perspective of “inclusion” based on the video.
- ❖ Explain inclusion refers to teaching students of all strengths and challenges in the same classroom.
- ❖ Provide examples of ways that school environments are inclusive/welcoming to individuals with diverse strengths and challenges by providing examples from the video and own experiences.
- ❖ Introduce the Individuals with Disabilities Education Act (IDEA) as a law that guarantees students with disabilities have the same opportunities to learn and succeed in school as students without disabilities.
 - Schools must do their best to create environments that are well-matched to **every student’s** individual strengths and challenges.
 - For students for whom the school cannot create an environment in which a student has an equal opportunity to learn and succeed, the IDEA requires that the school must develop an individualized education program to ensure fairness in teaching and learning for those students.
 - Individuals are only protected under the IDEA until they graduate high school or turn 22.

3. Guided Practice (30-40 minutes)

- ❖ Divide the class into groups of 3-4 students.

Small Group Activity

- ❖ Direct students to identify one scene from the *Including Samuel* video that they feel was a good example of the IDEA’s intent that students with disabilities must have the same opportunities to learn and be successful in school as all other students.

- ❖ Ask students to list reasons why the other students in Samuel’s class benefitted from Samuel being included in their class with them.

4. Explicit Instruction II (35-45 minutes)

- ❖ Have the small groups all join together in a large group for explicit instruction.

Disability Rights – The ADA

- ❖ Introduce the Americans with Disabilities Act (ADA) as a law that guarantees individuals with disabilities are not discriminated against based on their individual strengths and challenges.
- ❖ Show [video of ADA](#), and highlights:
 - ADA requires individuals with disabilities have the same opportunities to work, attend college, live independently, use public resources and have a good life as individuals who do not have disabilities.
 - Individuals with disabilities are protected by the ADA for as long as they have a disability (usually for life).

Importance of the Term “Disability”

- ❖ Introduce that the IDEA, the ADA, and other laws that protect individuals with disabilities from discrimination are written such that individuals must have a disability that falls into a set of specific categories.
- ❖ Display on chart paper a list of disability categories covered under the IDEA that represent the disabilities of the students in the class.
- ❖ Highlight importance that students are able to identify (1) their disability category and (2) the ways in which their disability impacts their ability to function in a given environment (i.e., the ways your strengths and areas of challenge do not match your environment).

5. Independent Practice (10 minutes)

Exit Ticket

- ❖ Distribute to each student an abbreviated or adapted copy of their IEP that contains ***accessible and understandable*** information on their disability classification and services, accommodations, and modifications to which they are entitled.
- ❖ Direct students to the sections of the handout where they can find information on their disability classification, services, accommodations, and modifications.
- ❖ Distribute to each student an index card (i.e., “exit ticket”) that prompts students to write their disability classification and at least one service, accommodation, or modification identified in their IEP.

Gold Star Exit Challenge

- ❖ Encourage students to make an appointment with their special education teacher or case manager and interview them with three or more questions about their IEP services. Ask them to prepare to share with the class what it was like to learn more about their disability and IEP.

Categories of Disability

Under the Individuals with Disabilities Act (IDEA), millions of children with disabilities receive special education services to meet their unique needs, and to participate in and make progress in the general education curriculum. Early intervention services are provided to infants and toddlers who have developmental delays or other identified disabilities. For school-age children (age 3 years old to age 21 years old), students with disabilities can receive special education and related services. To find out if a child has a disability that would make them eligible for special education, they need to have a full evaluation to:

- a) Determine if they have a disability as defined by IDEA, and
- b) Learn more about what kind of special education and related services would help to address their unique needs and make progress in general education.

Infants and Toddlers (from birth through age 2)

Diagnostic assessment tools are used to determine if a child under the age of 3 experiences a developmental delay in one or more of the following areas:

- Cognitive development
- Physical development
- Communication development
- Social or emotional development
- Adaptive behavior development

In some States, a young child may also be identified to receive infant/toddler services if they are at substantial risk of having a disability if they do not receive early intervention services.

School-Aged Children and Youth (aged 3 through 21)

IDEA lists 13 categories of disabilities which would make a child eligible for special education and related services:

1. **Autism** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term *autism* does not apply if the child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in #4 below.
2. **Deaf-blindness** means concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education

programs solely for children with deafness or children with blindness.

3. **Deafness** means a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.
4. **Emotional disturbance** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - (c) Inappropriate types of behavior or feelings under normal circumstances.
 - (d) A general pervasive mood of unhappiness or depression.
 - (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

5. **Hearing impairment** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness."
6. **Intellectual disability** means significantly sub-average general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance
7. **Multiple disabilities** mean concomitant (simultaneous) impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.
8. **Orthopedic impairment** means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

9. **Other health impairment** means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:
- (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
 - (b) adversely affects a child's educational performance.
10. **Specific learning disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.
11. **Speech or language impairment** means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.
12. **Traumatic brain injury** means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem- solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.
13. **Visual impairment** (including blindness) means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Lesson 6: Speaking Up and Communicating Being an Effective Self-Advocate

Objectives:

- ❖ Students will identify and model one example of three different means of communication (verbal, visual, non-verbal).
- ❖ Students will identify and model strategies for effective communication.
- ❖ Students will differentiate between effective and non-effective communication.
- ❖ Students will identify a want or need for which they feel a need to self-advocate.
- ❖ Students will identify an authority figure with whom they need to self-advocate.
- ❖ Students will demonstrate effective communication in the context of self-advocacy.

Curricular Support Materials:

- ❖ *Verbal, Visual, and Non-Verbal Communication Examples*,
- ❖ *Communicating a Need* worksheet,
- ❖ *Helpful Ways to Communicate* instructor templates,
- ❖ *Communication Strategies* cards (three sets: communicating with words, pictures, body language)
- ❖ *Helpful Ways to Communicate* student handout

Instructional Materials:

- ❖ Classroom behavioral rules chart, slide, or handout
- ❖ *Helpful Ways to Communicate* student handout
- ❖ *Communicating a Need* worksheet
- ❖ Markers; scratch paper
- ❖ Large chart paper or easel
- ❖ Index cards

Time:

- ❖ Approximately 90-115 minutes

1. Review and Preview (5-10 minutes)

- ❖ Display chart of classroom behavioral rules (created in Lesson 1) in a classroom location that is visible to all or distributes to students a handout of classroom behavioral rules.
- ❖ Highlight behavioral rule related to confidentiality and emphasizes importance of confidentiality around topics to be discussed in the self-advocacy unit that participants may not want peers to share with others outside of class.
- ❖ Display a sheet of chart paper or projected slide containing the components of self-advocacy introduced in Lesson 1 in a classroom location that is visible to all or distributes to students the *Components of Self-Advocacy* handout.
- ❖ Highlight “understanding your disability” and “understanding your rights” as the components of self-advocacy that were the focus of the last two lessons.
- ❖ Ask students who completed the *Gold Star Exit Challenge* from Lesson 5 to share with the class their experiences with learning more about their disability and IEP.
- ❖ Highlight “speaking up” and “communicating” as the components of self-advocacy that will be the focus of the day’s lesson.

2. Explicit Instruction (40-50 minutes)

- ❖ Introduce the three means of communication (verbal - words, visual – pictures, non-verbal - body language).
- ❖ Model common, recognizable examples of each means of communication (verbal, visual, non-verbal).
- ❖ Display empty template: *Helpful Ways to Communicate with Words*.
- ❖ Pass out a basket of *Communication Strategy - Words* cards (e.g., I use polite language, etc.) among students and ask each student to pick a strategy card when the basket reaches him / her.
- ❖ For each strategy selected, Teacher models the strategy and asks the student who drew the card to model the strategy.
- ❖ Ask large group if the selected strategy is a helpful or non-helpful communication strategy, guides discussion to correct answer, and places strategy card on the *Helpful Ways to Communicate with Words* template.
- ❖ Continue to do this until all *Communication Strategy – Words* cards are correctly placed on the *Helpful Ways to Communicate with Words* template.
- ❖ Complete the template activity for additional two templates: *Helpful Ways to Communicate with Pictures* and *Helpful Ways to Communicate with Body Language*.
- ❖ Distribute to each student *Helpful Ways to Communicate* student handout and emphasizes it is a summary of the large group work (completed in this explicit instruction).

3. Guided Practice (40-50 minutes)

Small Group Activity

- ❖ Hand out *Communicating a Need* activity and reviews the assignment's directions with the class.
- ❖ Emphasize that students must use the strategy "I will state my need" in addition to the strategy they circle in Step 4 of the worksheet when they complete Step 5.
- ❖ Divide the class into pairs (groups of 2).
- ❖ Instruct each student to complete the activity and to work in pairs to help each other identify a need and/or complete the communication activity.
 - Practice communicating your need with your partner and ask for feedback.
 - Show your partner your email, letter, or picture and ask for feedback.

Large Group Activity

- ❖ After students have completed the activity, direct all students to form a large circle.
- ❖ Solicit students to share their communication activity with the large group.
- ❖ After each student communication demonstration, solicit and guide group to identify positive (thumbs up) and negative (thumbs down) strategies used in the demonstration.

4. Independent Practice (5 minutes)

Exit Ticket

- ❖ Distribute to each student an index card (i.e., "exit ticket") that prompts students to identify:
 - One positive strategy they included in their *Communicating a Need* activity
 - One additional positive strategy that would be helpful to include if they were to complete the Gold Star Exit Challenge

Gold Star Exit Challenge

- ❖ Encourage students to:
 - Make an appointment with the person they identified in Question 2 of their *Communicating a Need* worksheet.
 - Communicate their need to this person using strategies identified on their exit ticket.

VERBAL, VISUAL, AND NON-VERBAL COMMUNICATION

Examples

Verbal (using words)

Primarily Direct - For many, this is the most effective means of communication

Speech:

- Face-to-face conversation
- Phone conversation
- Rumors
- Lectures / teaching
- Song

Written text:

- Letters
- Emails
- Notes
- Text chats
- Song lyrics

Visual (using pictures)

Direct or Indirect - May replace or reinforce verbal communication

- Drawings
- Signs (e.g., stop sign, exit sign)
- Signals (e.g., traffic)

Non-Verbal (using body language)

Primarily Indirect - Usually reinforces (or undermines) verbal communication

- Facial expressions (e.g., smile, frown)
- Eye contact
- Body posture (e.g., upright, slouched)
- Body position (facing person vs. facing away)
- Gestures (wave, pointed finger, thumbs up / down)
- Style of dress
- Tone of voice

HELPFUL WAYS TO COMMUNICATE

WHAT I WANT OR NEED

Words	
YES 	NO 

Communication

Strategies Cards

(For Communication Using **Words**)

I use polite language

I state what I want

I keep it short

I stay on topic

Communication

Strategies Cards

(For Communication Using **Words**)

I tell the truth

I give reasons

I request and do not demand

I listen to the other person

Communication

Strategies Cards

(For Communication Using **Words**)

I use slang language

I do not state what I want

I give unnecessary information

I am off-topic

Communication

Strategies Cards

(For Communication Using **Words**)

I say things that are not true

I do not give reasons

I demand rather than request

I do all of the talking

HELPFUL WAYS TO COMMUNICATE

WHAT I WANT OR NEED

Pictures	
 YES	 NO

Communication

Strategies Cards

(For Communication Using **Pictures**)

My picture shows what I want

My picture has only 1 thing
happening

My picture sends a polite message

Others can understand my picture

Communication

Strategies Cards

(For Communication Using **Pictures**)

My picture does not show what I
want

My picture is disrespectful

My picture has many things
happening

Communication

Strategies Cards

(For Communication Using **Pictures**)

My picture sends an impolite
message

Others cannot understand my picture

HELPFUL WAYS TO COMMUNICATE

WHAT I WANT OR NEED

Body Language	
 YES	 NO

Communication
Strategies Cards
(For Communication Using **Body Language)**

I smile

I make eye contact

I nod my head up and down

I sit and stand upright

Communication

Strategies Cards

(For Communication Using **Body Language**)

I use my inside voice

I stay at a comfortable distance from
others

I frown

I look away from others

Communication

Strategies Cards

(For Communication Using **Body Language**)

I turn my body away from others

I roll my eyes

I slouch in my chair

I whisper or mumble

I use a loud voice

HELPFUL WAYS TO COMMUNICATE

WHAT I WANT OR NEED

Words	
 YES	 NO
I use polite language	I use slang language
I state what I want	I do not state what I want
I keep it short	I give unnecessary information
I stay on topic	I am off-topic
I tell the truth	I say things that are not true
I give reasons	I do not give reasons
I request	I demand
I listen to the other person	I do all the talking

HELPFUL WAYS TO COMMUNICATE

WHAT I WANT OR NEED

Pictures	
YES 	NO 
<p>My picture shows what I want</p> <p>My picture has only 1 thing happening</p> <p>My picture sends a polite message</p> <p>Others can understand my picture</p>	<p>My picture does not show what I want</p> <p>My picture has many things happening</p> <p>My picture sends an impolite message</p> <p>My picture is disrespectful</p> <p>Others cannot understand my picture</p>

HELPFUL WAYS TO COMMUNICATE

WHAT I WANT OR NEED

Body Language	
 YES	 NO
I smile	I frown
I make eye contact	I look away from others
I nod my head up and down	I turn my body away from others
I sit and stand upright	I roll my eyes
I use my inside voice	I slouch in my chair
I stay at a comfortable distance from others	I whisper or mumble
	I use a loud voice

Communicating a Need

1. Think about something you need or want and that you are not currently getting (at home, in school, at work, or when you are with friends).

What is something you need and are not getting?

What does not seem fair to you?

I wish I could ...

I wish I could have ...

I think I deserve ...

Who is the person in charge?

Who has authority to make decisions?

The person (people) I need to talk to is ...

2. Complete the following sentences:

One thing I need or want at home / in school / at work / with friends (circle one) is:

The person I need to communicate with is:

3. Choose a means below to communicate your need to the person in charge (circle one):

Face-to-face conversation

Email

Phone conversation

Letter

Picture

Other

4. Circle one strategy from each column on your *Strategies to Communicate a Need* worksheet.
 - a. If you are using a picture to communicate your need, take out the *Strategies to Communicate a Need Using Pictures* worksheet.
 - b. If you are NOT using a picture to communicate your need, take out the *Strategies to Communicate a Need Using Words* worksheet.
5. Practice communicating your need with your partner. Make sure to use the two strategies you circled on your *Strategies to Communicate a Need* worksheet.

CHALLENGE:

Now that you have practiced how to communicate your need,

- (1) Make an appointment with the person you identified in Question 2
- (2) Communicate your need to this person using strategies from your *Strategies to Communicate a Need* worksheet.

Strategies to Communicate a Need Using **Words**

I will state what I want and ...

<p>Words (circle one)</p> 	<p>Body Language (circle one)</p> 
<p>I will use polite language</p> <p>I will keep it short</p> <p>I will stay on topic</p> <p>I will tell the truth</p> <p>I will give reasons</p> <p>I will request</p> <p>I will listen to the other person</p>	<p>I will smile</p> <p>I will make eye contact</p> <p>I will nod head up and down</p> <p>I will sit or stand upright</p> <p>I will use my inside voice</p> <p>I will stay at a comfortable distance from others</p>

Strategies to Communicate a Need Using **Pictures**

My picture will show what I want and ...

<p style="text-align: center;">Pictures (circle one)</p> 	<p style="text-align: center;">Body Language (circle one)</p> 
<p>My picture will have only 1 thing happening</p> <p>My picture will send a polite message</p> <p>Others will be able to understand my picture</p>	<p>I will smile</p> <p>I will make eye contact</p> <p>I will nod head up and down</p> <p>I will sit or stand upright</p> <p>I will use my inside voice</p> <p>I will stay at a comfortable distance from others</p>

Lesson 7: Identifying Resources

Objectives:

- ❖ Students will identify resources available to them to use for help and support.
- ❖ Students will describe ways that resources are important to effective self-advocacy.
- ❖ Students will identify resources they currently use for help and support.
- ❖ Students will construct reasons that the resources they currently use are helpful and supportive.
- ❖ Students will identify one resource available to them that they would like to use more often.
- ❖ Students will identify one resource available to them about which they would like to learn more.
- ❖ Students will identify a family member who is available to them to learn more about resources.

Curricular Support Materials:

- ❖ *My Resources* handout
- ❖ *Identifying Resources* worksheet

Instructional Materials:

- ❖ Classroom behavioral rules chart, slide, or handout
- ❖ *My Resources* handout, *Identifying Resources* worksheet
- ❖ Markers
- ❖ Pencils and/or pens
- ❖ Highlighters
- ❖ Scratch paper
- ❖ Large chart paper or easel
- ❖ Index cards

Time:

- ❖ Approximately 80-115 minutes

1. Review and Preview (5-10 minutes)

- ❖ Display the chart of classroom behavioral rules (created in Lesson 1) in a classroom location that is visible to all or distributes to students a handout of classroom behavioral rules.
- ❖ Display a sheet of chart paper or projected slide containing the components of self-advocacy introduced in Lesson 1 in a classroom location that is visible to all or distributes to students the *Components of Self-Advocacy* handout.
- ❖ Highlight “speaking up” and “communicating” as the components of self-advocacy that were the focus of the previous lesson.
- ❖ Ask students who completed the *Gold Star Exit Challenge* from Lesson 6 to share with the class their experiences with communicating a need.
- ❖ Highlight “identifying resources” as the component of self-advocacy that will be the focus of the day’s lesson.

2. Explicit Instruction (30-45 minutes)

- ❖ Define a resource as “something that is available for use and can be used for support or help.”
- ❖ Display the definition of resource on chart paper for students to read and reference throughout the day’s lesson:

A resource is something that:

 - Can be used for support or help, **and**
 - Is available for use.
- ❖ Emphasize **the necessity that a resource is available for use** and gives examples of resources that may be available to some people in the classroom and not to others (e.g., bank accounts, use of a car, grandparents, iPad).
- ❖ Ask students to identify resources in their own lives that they feel are available to them and they use for support or help. (If students have difficulty identifying their own resources, Teacher asks students to identify people in their lives who they go to for support or help.)
- ❖ Lead a large group discussion about the importance of resources to being an effective self-advocate:
 - Why are resources (people) like the ones you have identified important to you?
 - How would your life be different if they were not available to you?
 - How are resources important to you being able to self-advocate (e.g., help you learn about yourself, your disability, and your rights; help you communicate what you want and need)?
- ❖ Hand out *My Resources* handout and displays on chart paper the content of the *My Resources* handout.
- ❖ Introduce common types of resources (e.g., people, information, money, technology, health care) and gives familiar examples of each.

3. Guided Practice (40-50 minutes)

Small Group Activity

- ❖ Hand out *Identifying Resources* activity and reviews the assignment's directions with the class.
- ❖ Divide the class into groups of 3-4 students.
- ❖ Instruct each student to complete the activity and to work in groups to help each other identify resources and/or complete the communication activity.
- ❖ Move between groups to help students complete the *Identifying Resources* activity.

Large Group Activity

- ❖ After students have completed the *Identifying Resources* activity, direct all students to form a large circle.
- ❖ Solicit a student from each group to:
 - Share the group's response to Item #2 (identify an additional example for each type of resource)
 - Summarize highlights of the group discussion
- ❖ Solicit and respond to students' questions about resources available to them.

4. Independent Practice (5-10 minutes)

Exit Ticket

- ❖ Distribute to each student an index card (i.e., "exit ticket") that prompts students to:
 - Identify a resource they would like to use more often or learn more about, and
 - Identify a family member who may be able to help them use this resource more often or learn more about it.

Gold Star Exit Challenge

- ❖ Encourage students to:
 - Bring their *Identifying Resources* worksheet and *My Resources* handout home,
 - Share their answers to Items #7a and #7b with a family member, and
 - Work with the family member to:
 - Brainstorm ways to use the resource identified in Item #7a more often and/or
 - Brainstorm ways to learn more about the resource identified in Item #7b

MY RESOURCES

People	Information	Money	Technology	Health Care
Parents	Books	Income	Computers	Doctors' Offices
Teachers	Internet	Bank Accounts	Phones	Health Insurance
Doctors	Maps	Gift Cards	iPads	Health Insurance Cards
Friends	Television Programs	Coupons	Clocks / Watches	Medications
Grandparents	Newspapers	Loans	Eyeglasses	Hospitals
Aunts / Uncles	Bus Schedules	Government Benefits (e.g., Social Security)	Cars	Pharmacies / Pharmacists
Neighbors	Videos		Televisions	
Media Specialists (Librarians)			Cameras	
<i>List one more:</i>	<i>List one more:</i>	<i>List one more:</i>	<i>List one more:</i>	<i>List one more:</i>

Identifying Resources

1. Read over the resources listed on your *My Resources* handout.
2. Work with your group to try to identify and write one more resource at the bottom of each column.
3. Using a highlighter, highlight the resources on your *My Resources* handout that are **available to you**.
4. Circle two of the resources you highlighted that you use often and answer the following questions:

Two resources I use often are:

(1)

(2)

These resources are useful to me because:

5. Share your answers to Item #4 with your group members.
6. Did your group members circle any of the same resources that you circled? (yes or no)

yes

no

If yes, which one(s)?

7. Look at the resources that you highlighted on your *My Resources* handout and complete the following sentences:

a. One resource I highlighted that I would like to use more is

I think I would use this resource more if

b. Here is one resource I would like to learn more about

I think this resource could be helpful to me because

CHALLENGE:

Bring this worksheet and your *My Resources* handout home and share your answers to Items #7a and #7b with a family member. Work with your family member to:

(1) brainstorm ways to use the resource you identified in #7a more often; and/or

(2) brainstorm ways to learn more about the resource you identified in #7b.

Lesson 8: Self-Advocacy and Making Decisions

Objectives:

- ❖ Students will identify common decisions they make in their everyday lives.
- ❖ Students will apply a sequenced decision-making process to real-life scenarios.
- ❖ Students will identify a situation in their own life in which they could apply the sequenced decision-making process.

Curricular Support Materials:

- ❖ *Decisions, Decisions, Decisions* video (<https://www.youtube.com/watch?v=WmWO3E1KJT4>)
- ❖ *Steps to Making Big Decisions* handout
- ❖ *Decision Scenarios* informational packet
- ❖ *Making A Decision - Scenario* worksheet
- ❖ *Making A Decision* template

Instructional Materials:

- ❖ Classroom behavioral rules chart, slide, or handout
- ❖ *Steps to Making Big Decisions* handout; *Decision Scenarios* cards
- ❖ *Making A Decision - Scenario* worksheet
- ❖ *Making A Decision* template
- ❖ Markers, pencils, and/or pens
- ❖ Highlighters; scratch paper
- ❖ Large chart paper or easel
- ❖ Computer with screen and video projector (optional)

Time:

- ❖ Approximately 75-105 minutes

1. Review and Preview (5-10 minutes)

- ❖ Display the chart of classroom behavioral rules (created in Lesson 1) in a classroom location that is visible to all or distributes to students a handout of classroom behavioral rules.

- ❖ Display a sheet of chart paper or projected slide containing the components of self-advocacy introduced in Lesson 1 in a classroom location that is visible to all or distributes to students the *Components of Self-Advocacy* handout.
- ❖ Highlight “identifying resources” as the component of self-advocacy that was the focus of the previous lesson.
- ❖ Ask students who completed the *Gold Star Exit Challenge* from Lesson 7 to share with the class their experiences identifying resources with a family member.
- ❖ Summarize the first seven lessons have focused on things that help students be better at self-advocacy (e.g., awareness of their strengths, challenges, and disabilities; knowledge of their rights; ways to communicate needs and wants; ability to find available resources to assist them).
- ❖ Describe to students that, as the students continue to become stronger self-advocates, they will be more prepared to take charge of their own lives. The next three lessons will focus on important skills they will need to take greater charge: choice / decision making, problem solving, setting and reaching personal goals.
- ❖ Highlight “self-advocacy and making decisions” as the skill that will be the focus of the day’s lesson.

2. Explicit Instruction (30-45 minutes)

- ❖ Play the video *Decisions, Decisions, Decisions* video (first 2:30 minutes) to large group.
- ❖ Prompt students to identify decisions mentioned in the video.
- ❖ Introduce the idea that people make lots of decisions every day and identifies common recognizable examples of daily decisions from the students’ lives (e.g., what to wear, what to eat, what to do during leisure time).
- ❖ Introduce the idea that decision making requires that students have developed self-advocacy components (self-awareness, communication skills, an understanding of their rights, and ability to identify and use resources).
- ❖ Prompt students to name some of the decisions they make every day.
- ❖ Highlight connections between student-identified decisions and components of self-advocacy (e.g. self-awareness, communication skills, an understanding of their rights, ability to identify and use resources).
- ❖ Distinguish that some decisions are easy to make (e.g., whether to wear a jacket, what to watch on TV) and some decisions are harder because they have bigger consequences (e.g., whether to tell a friend you are angry at them, whether to disclose bullying, what kind of job to have).
- ❖ Display or distribute *Steps to Making Big Decisions*.
- ❖ Introduce the idea that big decisions may be easier to make by breaking the decision-making process into smaller steps and introduces the steps to making big decisions (see the choice, inform yourself, think about preferences and consequences, decide, act, and evaluate the results).

- ❖ Offer a decision-making scenario (e.g., should the teacher cook dinner tonight or order take-out) and prompts the students to help the Teacher complete the steps to making a big decision using the presented scenario.

3. Guided Practice (35-45 minutes)

Small Group Activity

- ❖ Divide class into small groups of 2-4 students.
- ❖ Distribute the *Making A Decision - Scenario* worksheet to each student.
- ❖ Hand out a scenario card to each group for a scenario that is relevant to lives of the students in the group.
- ❖ Review the *Making A Decision* worksheet with the large group and draws connection to the *Steps to Making Big Decisions* handout.
- ❖ Instruct students to work in their groups to complete the *Making A Decision - Scenario* worksheet for the scenario provided.
- ❖ Move between groups to help students complete the *Making A Decision - Scenario* activity.

Large Group Activity

- ❖ After students have completed the *Making A Decision - Scenario* activity, direct all students to form a large circle.
- ❖ Solicit a student from each group to share the group's scenario, decision, consequences, and evaluation.

4. Independent Practice (5 minutes)

Exit Ticket

- ❖ Distribute an index card to each student (i.e., "exit ticket") that prompts students to identify a situation in their own life where they might be able to use the decision-making process they learned in this lesson.

Gold Star Exit Challenge

- ❖ Encourage students to complete a *Making A Decision* template (on their own, with a family member, or with a friend) using the situation they identified on their exit ticket or using an alternative situation.

References

(sources for scenarios)

Beamer, S. & Reggio, C. (1996). *A Guide to Training in Decision-Making for People with Developmental Disabilities*. Redlands, CA: Horrigan Cole Enterprises.

Sexuality Resource Center for Parents (2015). *Teaching decision-making skills (for parents of children with developmental disabilities)*. Retrieved on October 25, 2015 from http://www.srcp.org/for_some_parents/developmental_disabilities/activities_to_use_with_your_child/decisionDD.html.

Sparks, S.C., & Cote, D. L. (2012). Teaching choice making to elementary students with mild to moderate disabilities. *Intervention in School and Clinic*, 47(5), 290-296.

STEPS TO MAKING BIG DECISIONS

	<p>See ... the choice or decision to be made</p>
	<p>Inform ... yourself</p> <ul style="list-style-type: none"> • Identify all of your options • Gather information from your resources (pros and cons) • Remember how past decisions worked out
	<p>Think ... about preferences and consequences (head, heart, hands, future)</p> <ul style="list-style-type: none"> • Head: What is best for me now? • Heart: How do I feel about these options? • Hands: How will my options affect others? • Future: What is best for me in the future?
	<p>Decide ... on your preferred option</p>
	<p>Act ... take action on your decision</p>
	<p>Evaluate ... the results</p> <p>Look at how things turned out and remember for next time!</p>

Making A Decision

 <p style="text-align: center;">See</p>	<p>I am trying to decide ...</p>
 <p style="text-align: center;">Inform</p>	<p>My options are ...</p> <p><i>Option 1:</i></p> <p><i>Option 2:</i></p> <p>This is what I know about each option ...</p> <p><i>Option 1:</i></p> <p><i>Option 2:</i></p>
 <p style="text-align: center;">Think</p>	<p>Head: What is best for me now?</p> <p>Heart: How do I feel about these options?</p> <p>Hands: How will my options affect others?</p> <p>Future: What is best for me in the future?</p>

Making A Decision - Scenario

 <p style="text-align: center;">See</p>	<p>I am trying to decide ...</p>
 <p style="text-align: center;">Inform</p>	<p>My options are ...</p> <p><i>Option 1:</i></p> <p><i>Option 2:</i></p> <p>This is what I know about each option ...</p> <p><i>Option 1:</i></p> <p><i>Option 2:</i></p>
 <p style="text-align: center;">Think</p>	<p>Head: What is best for me now?</p> <p>Heart: How do I feel about these options?</p> <p>Hands: How will my options affect others?</p> <p>Future: What is best for me in the future?</p>
 <p style="text-align: center;">Decide</p>	<p>This is my decision:</p>



Act

Look on the back of your scenario card to learn the consequences of your decision.



Evaluate

The results of my decision were *(circle one)*

awesome *just OK* *not great*

because _____

_____.

The next time I face a decision like this I will decide to

_____.

Decision Scenarios

INFORMATIONAL PACKET FOR TEACHERS

This packet contains *sample decision-making scenarios* and *scenario card templates* to be used in Lesson 8: Self-Advocacy and Making Decisions.

Teachers are advised to create scenario cards using (a) the sample scenarios provided, and / or (b) scenarios they develop on their own based on situations that are relevant to the lives of the students in their class. (Four examples of scenario cards created using sample scenarios are provided).

Scenario card templates can be printed double-sided:

Side 1 should include a clear decision or choice to be made and should identify distinct choice options.

Side 2 should provide clear consequences for each choice option identified on Side One.

SCENARIO CARD TEMPLATES (Front)

Scenario:

Scenario:

SCENARIO CARD TEMPLATES (Back)

Outcome / Consequences:

Option 1:

Option 2:

Outcome / Consequences:

Option 1:

Option 2:

Sample Scenarios

Scenario:

You really want a new cell phone. Unfortunately, you do not have enough money to buy a new phone; the one you want costs \$150, and you only have \$50. You are trying to decide if you should save your money until you can afford the phone you want or if you should buy a phone that is less expensive.

Outcome / Consequences:

Option 1: Save your money

- You are proud of your accomplishment.
- You have the phone you really want.
- You did not get a phone right away – you had to wait.

Option 2: Buy a less expensive phone

- You got a phone right away.
- You do not have the phone you really wanted.

Scenario:

You are walking down the hallway at school when another student pushes you against the wall and calls you names. The student tells you that if you tattle, things will only get worse. This is already the fourth time this week that this has happened. You are trying to decide whether to tell an authority figure (e.g., parent, teacher) or to keep quiet and hope the student will stop harassing you.

Outcome / Consequences:

Option 1: Tell an authority figure

- You are proud that you stood up for yourself and were an effective self-advocate.
- The student stops harassing you in the hallway.
- Other students call you a snitch.

Option 2: Keep quiet and hope the student will stop harassing you

- The other student continues to push you into lockers and call you names.
- Other students start to join in and harass you.
- You feel embarrassed that you cannot stop the harassment.

Scenario:

You've known your best friend ever since you were little kids. You talk about everything and you hang out together all of the time. Lately, you've started to have romantic feelings for this friend. It's very confusing to have these feelings, but it's also very exciting. You wonder if you should tell your friend about the romantic feelings you are having.

Outcome / Consequences:

Option 1: Tell your friend about the romantic feelings you have for him / her

- Your friend is happy you talked about your feelings.
- Your friend does not share your romantic feelings.
- You and your friend feel awkward together for a few days after the conversation, but quickly things return to normal.

Option 2: Do not tell the friend about your feelings and continue to have a non-romantic relationship

- You avoided an awkward conversation.
- Your friendship continues to be strong.
- You will never know if your friend also had romantic feelings for you.

Scenario:

Your parents won't let you go anywhere without them. A group of your friends wants to go bowling on Saturday and they ask you to join them. You ask your parents and they both say "no" because they'll be busy around the house that day and are not free to go with you. You are trying to decide whether to tell you friends you will go bowling with them or tell them you are not free.

Outcome / Consequences:

Option 1: Tell your friends you will go bowling with them

- You go bowling with your friends and have a good time
- You are proud of going bowling independently
- Your parents are disappointed with you and punish you for disobeying their wishes

Option 2: Tell your friends you cannot join them

- You are sad to miss out on bowling with your friends.
- The next day at school your friends tell you what a good time they had bowling.
- You help your parents with their work around the house and they pay you money for the work you did.

Scenario:

My favorite teacher is leaving and you want to do something for her. You are trying to decide whether to buy her a gift or make her a card.

Scenario:

Your lunch costs \$2.00 a day. Your mother gave you \$10.00 for your lunches for the school week. When entering the cafeteria, you see that the Snack Shack is selling cheddar fries for \$3.00. They are your favorite snack. You are trying to decide whether to buy cheddar fries with your lunch money.

Scenario:

Your alarm goes off and you realize it is time to get up and get ready to go school. It is winter and very cold. You know you need to dress warm for school, but you want to wear your new sandals to school. You are trying to decide whether to wear your new sandals or a warmer pair of shoes?

Scenario:

You have homework to do and want to get a good grade. When you get home you see your little cousin who wants to play. You love your cousin. You are trying to decide whether to do your homework or play with your little cousin.

Lesson 9: Self-Advocacy and Solving Problems

Objectives:

- ❖ Students will identify common obstacles that people face in their every-day lives.
- ❖ Students will identify common problems they have faced in their lives.
- ❖ Students will apply a sequenced problem-solving process to real-life scenarios.
- ❖ Students will identify a problem they are facing in their own life in which they could apply the sequenced problem-solving process.

Curricular Support Materials:

- ❖ *Crossfit Games 2012 - Men's obstacle course* - [Best of Crossfit video](#)
- ❖ [Ormie the Pig video](#)
- ❖ *Steps to Solving Problems* handout: *Solving a Problem: Ormie the Pig Scenario* list of suggested questions
- ❖ *Solving A Problem – Locked Out* worksheet
- ❖ *Solving A Problem* template

Instructional Materials:

Classroom behavioral rules chart, slide, or handout; photos of objects that represent obstacles (e.g., fallen tree, wall, track hurdle, traffic cone); *Steps to Solving Problems* handout; *Solving A Problem – Locked Out* worksheet; *Solving A Problem* template; markers, pencils, and/or pens; highlighters; scratch paper; large chart paper or easel; computer with screen; video projector (optional)

Time:

- ❖ Approximately 70-95 minutes

1. Review and Preview (5-10 minutes)

- ❖ Display the chart of classroom behavioral rules (created in Lesson 1) in a classroom location that is visible to all or distributes to students a handout of classroom behavioral rules.
- ❖ Display a sheet of chart paper or projected slide containing the components of self-advocacy introduced in Lesson 1 in a classroom location that is visible to all or distributes to students the *Components of Self-Advocacy* handout.
- ❖ Highlight “self-advocacy and making decisions” as the skill that was the focus of the previous lesson.

- ❖ Prompt students who completed the *Gold Star Exit Challenge* from Lesson 8 to share with the class the decision that was the focus of their exit challenge and the decision making steps they identified on their exit challenge *Making A Decision* template.
- ❖ If students report on their exit challenge assignments from Lesson 8, prompt students to identify challenges, obstacles, or problems they encountered in completing their exit challenge *Making A Decision* template and acting on their decisions.
- ❖ Highlight “self-advocacy and solving problems” as the focus of the day’s lesson.

2. Explicit Instruction (30-40 minutes)

- ❖ Introduce definition of obstacle: “An obstacle is something that blocks one’s path or stands in the way of progress”.
- ❖ Show photos of objects that represent obstacles (e.g., fallen tree across trail, wall, track hurdle, traffic cone) and prompts students to describe how the obstacles present problems for people who are trying to get somewhere or make progress.
- ❖ Show a video of people completing an obstacle course (e.g., first 1:05 minutes of [Crossfit Games 2012 - Men's obstacle course - Best of Crossfit](#) video) or demonstrates playing a video game that presents obstacles to the player.
- ❖ Prompt students to identify obstacles shown in the video or encountered by the player in the video game.
- ❖ Introduce the idea that people encounter obstacles every day and provides common examples of obstacle people encounter daily (e.g., alarm does not go off in the morning, having no clean socks, missing the school bus, leaving homework at home, finding someone sitting in their assigned or usual seat).
- ❖ Introduce problem solving as “a process to help people overcome obstacles or solve problems they encounter so that they can advance or make progress.”
- ❖ Prompt students to name a problem or obstacle they recently faced or encountered and to explain how they solved the problem or overcame the obstacle. (If students do not provide a solution, Teacher prompts large group to offer suggestions of solutions to the problem / obstacle.)
- ❖ Display or distribute *Steps to Solving Problems* and highlights that the steps are similar to the *Steps to Making Making Big Decisions* introduced in Lesson 8 with one additional step: “**Note Obstacles** ... that may get in your way”
- ❖ Show the large group [Ormie the Pig](#) video
- ❖ Guided by the *Solving a Problem: Ormie the Pig Scenario* list of suggested questions, prompt students to answer questions related to the *Steps to Solving a Problem* for the problem presented in the video.

3. Guided Practice (30-40 minutes)

Small Group Activity

- ❖ Divide class into small groups of 2-4 students.

- ❖ Distribute the *Solving A Problem – Locked Out* worksheet to each student.
- ❖ Show a video or photo of person who discovers they are locked out of their house (e.g., first part of [President Barack Obama Gets Locked Out of White House](#) video)
- ❖ Introduce the idea that being locked out of a home, car, or other location is a problem people may face at some point in their lives, including the President of the United States.
- ❖ Review the *Solving A Problem - Locked Out* worksheet with the large group and
 - draws connections to the *Steps to Solving Problems* handout
 - highlights that the process for solving problems is similar to the process to making decisions
 - highlights that the questions on the *Solving A Problem - Locked Out* worksheet are similar to but not exactly the same as the questions on the *Making A Decision* worksheet from Lesson 8.
- ❖ Instruct students to work in their groups to complete page 1 of the *Solving A Problem - Locked Out* worksheet.
- ❖ Move between groups to help students complete the *Solving A Problem - Locked Out* activity.
- ❖ Show the second part of the video in which the person (e.g., President Obama) decides and takes action on a solution to being locked out.
- ❖ Instruct students to work in groups to complete page 2 of the *Solving A Problem - Locked Out* worksheet.

Large Group Activity

- ❖ After students have completed the *Solving A Problem - Locked Out* activity, direct all students to form a large circle.
- ❖ Solicit 1-2 students to share their responses to the “Evaluate” portion of the *Solving A Problem - Locked Out* worksheet.

5. Independent Practice (5 minutes)

Exit Ticket

- ❖ Distribute to each student an index card (i.e., “exit ticket”) that prompts students to identify a problem they are facing in their own life where they might be able to use the problem-solving process they learned in this lesson.

Gold Star Exit Challenge

- ❖ Encourage students to complete a *Solving A Problem* template (on their own, with a family member, or with a friend) using the situation they identified on their exit ticket or using an alternative situation.

STEPS TO SOLVING PROBLEMS

	<p>See ... the problem</p>
	<p>Inform ... yourself</p> <ul style="list-style-type: none"> • Identify all possible solutions to the problem • Gather information from your resources
	<p>Note obstacles ... that may get in your way</p>
	<p>Think ... about preferences and consequences (head, heart, hands, future)</p>
	<p>Decide ... on your preferred solution</p>
	<p>Act ... take action on your solution</p>
	<p>Evaluate ... the results</p> <p>Look at how things turned out and remember for next time!</p>

Solving A Problem

 <p style="text-align: center;">See</p>	<p>The problem I am facing is ...</p>
 <p style="text-align: center;">Inform</p>	<p>Two possible solutions to the problem are ...</p> <p><i>Option 1:</i></p> <p><i>Option 2:</i></p>
 <p style="text-align: center;">Note obstacles</p>	<p>This is one obstacle I may face for each possible solution ...</p> <p><i>Obstacle for Option 1:</i></p> <p><i>Obstacle for Option 2:</i></p>
 <p style="text-align: center;">Think</p>	<p>Head: What solution is best for me now?</p> <p>Heart: How do I feel about these solutions?</p> <p>Hands: How will these solutions affect others?</p> <p>Future: What solution is best for me in the future?</p>

 <p>Decide</p>	<p>I have decided on this solution:</p>
 <p>Act</p>	<p>Take action on your solution ... do it.</p>
 <p>Evaluate</p>	<p>The results of my decision were <i>(circle one)</i></p> <p><i>awesome just OK not great</i></p> <p>because _____</p> <p>_____.</p> <p>The next time I face a problem like this I will decide to try this solution:</p> <p>_____</p> <p>_____.</p>

SOLVING A PROBLEM: ORMIE THE PIG SCENARIO

List of Suggested Questions

	<p>See ... the problem</p> <ul style="list-style-type: none"> What was the problem Ormie was facing?
	<p>Inform ... yourself</p> <ul style="list-style-type: none"> What options did Ormie consider to solve his problem? Did Ormie gather information from resources such as other people or the Internet?
	<p>Note obstacles ... that may get in your way</p> <ul style="list-style-type: none"> What obstacles did Ormie face in trying to solve his problem? What got in his way?
	<p>Think ... about preferences and consequences (head, heart, hands, future)</p> <ul style="list-style-type: none"> Did Ormie take enough time to think about all possible solutions and the consequences of each solution he tried?
	<p>Decide ... on your preferred solution</p> <p>Act ... take action on your solution</p> <ul style="list-style-type: none"> What solutions did Ormie decide to try out? What actions did he take to solve his problem?
	<p>Evaluate ... the results</p> <ul style="list-style-type: none"> How did things turn out for Ormie? After seeing the video and discussing options here in class with your teachers and classmates (e.g., resources), what options would you consider if the future if you face the same problem that Ormie faced?

Solving A Problem: Locked Out

 <p style="text-align: center;">See</p>	<p>The problem that my Principal is facing is ...</p>
 <p style="text-align: center;">Inform</p>	<p>Two possible solutions to the problem are ...</p> <p><i>Option 1:</i></p> <p><i>Option 2:</i></p>
 <p style="text-align: center;">Note obstacles</p>	<p>This is one obstacle the Principal may face for each possible solution ...</p> <p><i>Obstacle for Option 1:</i></p> <p><i>Obstacle for Option 2:</i></p>
 <p style="text-align: center;">Think</p>	<p>Head: What solution is best for now?</p> <p>Heart: How do I feel about these solutions?</p> <p>Hands: How will these solutions affect others?</p> <p>Future: What solution is best for him in the future?</p>
 <p style="text-align: center;">Decide</p>	<p>The Principal decided on this solution:</p>



Act

The Principal took action the solution he chose ... he tried to enter the White House using another door.



Evaluate

The results of his decision were (*circle one*)

awesome *just OK* *not great*

because

If I face a problem like this I will try (*circle one*):

(a) The same solution President Obama chose.

(b) A different solution (explain):

Lesson 10: Self-Advocacy and Reaching My Goals

Objectives:

- ❖ Students will construct a definition for the term “goal.”
- ❖ Students will distinguish between achievable and unachievable goals.
- ❖ Students will identify short-term goals they have for themselves.
- ❖ Students will identify long-term goals they have set for themselves.
- ❖ Students will apply a sequenced goal-setting process to a personal short-term goal.
- ❖ Students will create an action plan for achieving a personal short-term goal.
- ❖ Students will identify a personal long-term goal for which they could create an action plan and apply a goal achievement process.

Curricular Support Materials:

- ❖ *Examples of Achievable and Unachievable Goals*
- ❖ *My Short-Term Goals* worksheet; *My Long-Term Goals* worksheet
- ❖ *Importance of Setting Goals* videos: e.g., [Laura Wilkinson](#), 2000 Gold Medalist; [video](#) designed for students; [student artist](#) with a spinal cord injury.
- ❖ *Steps to Reaching Goals*
- ❖ *Reaching A Short-Term Goal* template
- ❖ *Reaching A Long-Term Goal* template

Instructional Materials:

- ❖ Classroom behavioral rules chart, slide, or handout
- ❖ *My Short-Term Goals* worksheet
- ❖ *My Long-Term Goals* worksheet
- ❖ *Reaching A Short-Term Goal* template
- ❖ *Reaching A Long-Term Goal* template
- ❖ markers, pencils, and/or pens, and highlighters
- ❖ Scratch paper
- ❖ Large chart paper or easel
- ❖ Computer with screen and video projector (optional)

Time:

- ❖ Approximately 80-105 minutes

1. Review and Preview (5-10 minutes)

- ❖ Display the chart of classroom behavioral rules (created in Lesson 1) in a classroom location that is visible to all or distributes to students a handout of classroom behavioral rules.
- ❖ Display a sheet of chart paper or projected slide containing the components of self-advocacy introduced in Lesson 1 in a classroom location that is visible to all or distributes to students the *Components of Self-Advocacy* handout.
- ❖ Highlight “self-advocacy and solving problems” as the skill that was the focus of the previous lesson.
- ❖ Prompt students who completed the *Gold Star Exit Challenge* from Lesson 9 to share with the class the problem that was the focus of their exit challenge and the problem-solving steps they identified on their exit challenge *Solving A Problem* template.
- ❖ If students report on their *Gold Star Exit Challenge* assignments from Lesson 9, prompt students to share their experiences in completing their *Gold Star Exit Challenge* assignments.
- ❖ Highlight “self-advocacy and reaching goals” as the skill that will be the focus of the day’s lesson.

2. Explicit Instruction (45-55 minutes)

- ❖ Prompt students to share their definitions of the term “goal”.
- ❖ Summarize the student-provided definitions and introduces a goal as “something a person hopes to accomplish or achieve.”
- ❖ Show the [Importance of Setting Goals](#) video to the large group.
- ❖ Prompt students to share some goals they have for themselves or goals they set for themselves in the past.

Achievable vs. Unachievable Goals

- ❖ Introduce achievable goals as goals that a person is able to achieve and emphasizes the importance that goals we set for ourselves be achievable (e.g., pursuing achievable goals leads to success and greater confidence in our abilities; pursuing unachievable goals leads to failure and lower confidence in our abilities).
- ❖ Provide examples of achievable and unachievable goals (e.g., from *Examples of Achievable and Unachievable Goals*) and prompts students to classify each goal as achievable or unachievable using a show of hands, thumbs up / thumbs down, or alternative means of classification.

Short-term vs. Long-term goals

- ❖ Distribute *My Short-Term Goals* and *My Long-Term Goals* worksheets to students.
- ❖ Introduce short-term goals as goals the students hope to accomplish within the next year and long-term goals as goals the students hope to accomplish sometime after they leave high school.

- ❖ Introduce and describe each goal on the *My Short-Term Goals* worksheet (providing pictures if necessary) and prompts students to circle the individual goals they have for themselves (i.e., if a student aims to improve grades over the next year, the student circles “improve grades”).
- ❖ Prompt students to add at least one individual short-term goal they have for themselves in the space provided at the bottom of their *My Short-Term Goals* worksheet.
- ❖ Introduce and describe each goal on the *My Long-Term Goals* worksheet (providing pictures if necessary) and prompts students to circle the individual goals they have for themselves (i.e., if a student aims to have a job when they leave high school, the student circles “have a job”).
- ❖ Prompt students to add at least one individual long-term goal they have for themselves in the space provided at the bottom of their *My Long-Term Goals* worksheet.
- ❖ Display or distribute *Steps to Reaching Goals* and highlights that the steps are similar to the *Steps to Making Big Decisions* and *Steps to Solving Problems* introduced in Lessons 8 and 9 except the step “Decide” is replaced with “Plan”.
- ❖ Introduce the idea that goal-setting involves creating an action plan of steps necessary to reach a specific goal.
- ❖ Review the steps to reaching goals.
- ❖ Introduce the idea that goal setting is a cyclical (or iterative) process:
 - Rarely are goals achieved after completing the steps only one time.
 - After completing the steps to reaching goals (e.g., gathering information, making an action plan, taking action, and evaluating results) the process returns to the “inform” stage and continues through successive iterations until the goal is achieved.

3. Guided Practice (25-35 minutes)

Small Group Activity

- ❖ Divide class into small groups of 2-4 students.
- ❖ Distribute *Reaching A Short-Term Goal* template to each student.
- ❖ Instruct students to select one of the short-term goals they circled on their *My Short-Term Goals* worksheet and complete the first five steps on the *Reaching A Short-Term Goal* template (e.g., see, inform, note, think, plan).
- ❖ Move between groups to help students complete the *Reaching A Short-Term Goal* template.

Large Group Activity (optional, if time permits)

- ❖ After students have completed the *Reaching A Short-Term Goal* template, direct all students to form a large circle.
- ❖ Solicit one student to share his or her response to the first five steps on the *Reaching A Short-Term Goal* template.
- ❖ Review the last two steps to reaching a short-term goal: act and evaluate.

- ❖ Introduce and provide examples of (or models) evaluative measures listed in the *Reaching A Short-Term Goal* template under the heading “Evaluate”.

4. Independent Practice (5 minutes)

Exit Ticket

- ❖ Distribute to each student a *Reaching A Long-Term Goal* template (i.e., “exit ticket”) and prompts students to identify and write under the “see” heading a long-term goal from their *My Long-Term Goals* worksheet for which they could use the goal-setting process they learned in this lesson.

Gold Star Exit Challenge

- ❖ Encourage students to work with a family member to use the *Reaching A Long-Term Goal* template to:
 - Create an action plan for reaching the long-term goal identified on their exit ticket (or an alternative long-term goal), and
 - Use the *Reaching A Long-Term Goal* steps to work toward reaching the goal.

Examples of Achievable and Unachievable Goals

Achievable Goals

Improve grades

Watch less TV

Complete and hand in homework

Keep room clean

Exercise more

Spend more time outdoors

Get married

Have a job

Go to college

Live by myself

Unachievable Goals?

Live to be 150 years old

Fly like a bird

Be a superhero

Be a millionaire

Own a spaceship

Live underwater

My Short-Term Goals

(Things I would like to achieve *over the next year*)

Develop friendships

Improve grades

Read more often

Watch less TV

Play fewer video games

Exercise more

Spend more time outdoors

Improve writing

Complete and hand in homework

Keep room clean

Brush teeth after meals

My Long-Term Goals

(Things I would like to achieve *after I leave high school*)

Get married

Have children

Have a job

Go to college

Live with family

Live with friends

Live by myself

Drive or take public transportation by myself to get places

STEPS TO REACHING GOALS

	<p>See ... the goal you want to reach</p>
	<p>Inform ... yourself</p> <ul style="list-style-type: none"> • Is this goal reachable? • What is required for me to reach my goal? • What resources are available to help me?
	<p>Note obstacles ... you face to reaching your goal</p>
	<p>Think ... about when you want to reach your goal and steps you can take to reach it</p>
	<p>Plan ...</p> <ul style="list-style-type: none"> • Create an action plan of 3-5 steps you will take to reach your goal
	<p>Act ... take action on your plan</p>
	<p>Evaluate ... the results and decide if you need to adjust your goal or your plan</p>

Reaching A Long-Term Goal

(A Goal I Would Like to Reach *After I Leave High School*)

 <p style="text-align: center;">See</p>	<p>The goal I would like to reach after I leave high school is ...</p>
 <p style="text-align: center;">Inform</p>	<ol style="list-style-type: none"> 1) Is this goal an achievable goal? (If no, choose different goal!) 2) Gather information about your goal: <ul style="list-style-type: none"> • How close am I to achieving my goal? • What have I done or am I doing so far? • What do I still need to do? • What steps have others used to achieve this goal? • What strengths do I have that can help me? • What resources are available to help me?
 <p style="text-align: center;">Note obstacles</p>	<p>One obstacle I may face in trying to reach my goal is ...</p> <p><i>(To identify obstacles, ask yourself the following questions: What could get in my way? Are there things I need to learn? Do I need to change my environment?)</i></p>
 <p style="text-align: center;">Think</p>	<ol style="list-style-type: none"> 1) This is when I want to reach my goal: 2) These are steps I think are necessary to reach my goal: <ol style="list-style-type: none"> a) b) c) 3) These are strategies I can use to overcome obstacles: <ol style="list-style-type: none"> a) b)

 <p>Plan</p>	<p>Create a plan of 3-5 action steps you will take to achieve your goal:</p> <p>Step 1: Step 2: Step 3: Step 4: Step 5:</p>
 <p>Act</p>	<p>Take action on your plan ... carry out all of the steps.</p>
 <p>Evaluate</p>	<p>Is this goal still important to me?</p> <p>Does this goal still seem achievable?</p> <p>Do I need to adjust my goal? How?</p> <p>How close am I to reaching my goal?</p> <p>Very close Getting there Not close</p> <p>Am I making progress?</p> <p>Here are the action steps I have completed:</p> <p>These are obstacles I have removed:</p> <p>These are obstacles that I still face:</p> <p>Do I need to adjust my plan of action steps? How?</p> <p><i>(After you evaluate your progress toward reaching your goal, repeat the following steps (above): inform, note obstacles, plan, act, evaluate)</i></p>

Reaching A Short-Term Goal

(A Goal I Would Like to Reach *Over the Next Year*)

 <p style="text-align: center;">See</p>	<p>The goal I would like to reach sometime in the next year is ...</p>
 <p style="text-align: center;">Inform</p>	<ol style="list-style-type: none"> 1) Is this goal an achievable goal? (If no, choose different goal!) 2) Gather information about your goal: <ul style="list-style-type: none"> • How close am I to achieving my goal? • What have I done or am I doing so far? • What do I still need to do? • What steps have others used to achieve this goal? • What strengths do I have that can help me? • What resources are available to help me?
 <p style="text-align: center;">Note obstacles</p>	<p>One obstacle I may face in trying to reach my goal is ...</p> <p><i>(To identify obstacles, ask yourself the following questions: What could get in my way? Are there things I need to learn? Do I need to change my environment?)</i></p>
 <p style="text-align: center;">Think</p>	<ol style="list-style-type: none"> 1) This is when I want to reach my goal: 2) These are steps I think are necessary to reach my goal: <ol style="list-style-type: none"> a) b) c) 3) These are strategies I can use to overcome obstacles: <ol style="list-style-type: none"> a) b)

 <p>Plan</p>	<p>Create a plan of 3-5 action steps you will take to achieve your goal:</p> <p>Step 1: Step 2: Step 3: Step 4: Step 5:</p>
 <p>Act</p>	<p>Take action on your plan ... carry out all of the steps.</p>
 <p>Evaluate</p>	<p>Is my goal achievable?</p> <p>Do I need to adjust my goal? How?</p> <p>How close am I to reaching my goal?</p> <p>Very close Getting there Not close</p> <p>Am I making progress?</p> <p>Here are the action steps I have completed:</p> <p>These are obstacles I have removed:</p> <p>These are obstacles that I still face:</p> <p>Do I need to adjust my plan of action steps? How?</p> <p><i>(After you evaluate your progress toward reaching your goal, repeat the following steps (above): inform, note obstacles, plan, act, evaluate)</i></p>

Lesson 11: Public Advocacy and Community Participation

Objectives:

- ❖ Students will compare and contrast self-advocacy with advocacy for others.
- ❖ Students will distinguish between individual advocacy and group advocacy.
- ❖ Students will define “public advocacy.”
- ❖ Students will identify ways that self-advocacy supports public advocacy.
- ❖ Students will describe their concept of a community.
- ❖ Students will identify communities to which they belong.
- ❖ Students will define “community participation.”
- ❖ Students will describe their personal experiences with community service.
- ❖ Students will select one local community service opportunity that interests them, provide reasons they hold interest in the opportunity, and identify a personal strength that would support their participation in the opportunity.

Curricular Support Materials:

- ❖ *Self-Advocacy and Public Advocacy* handout
- ❖ *What Does Community Mean to Me?* Handout
- ❖ *What Does Community Mean to You?* [video](#)
- ❖ *My Communities* handout
- ❖ *Community Service Opportunities* handout (to be developed by local curriculum implementers)

Instructional Materials:

- ❖ Classroom behavioral rules chart, slide, or handout
- ❖ *What Does Community Mean to Me?* Handout
- ❖ *My Communities* handout
- ❖ *Local Community Service Opportunities* handout
- ❖ Markers, pencils, and/or pens, highlighters
- ❖ Large chart paper or easel
- ❖ Computer with screen and video projector

Time:

- ❖ Approximately 85-115 minutes

1. Review and Preview (5-10 minutes)

- ❖ Display the chart of classroom behavioral rules (created in Lesson 1) in a classroom location that is visible to all or distributes to students a handout of classroom behavioral rules.
- ❖ Display a sheet of chart paper or projected slide containing the *Self-Advocacy and Public Advocacy* handout in a classroom location that is visible to all or distributes to students the *Self-Advocacy and Public Advocacy* handout.
- ❖ Review the components of self-advocacy and self-determination skills that self-advocacy supports (e.g., decision making, problem solving, goal setting).
- ❖ Prompt students who completed the *Gold Star Exit Challenge* from Lesson 10 to share with the class the action plans they developed as part of their exit challenge assignment to help them reach an individual long-term goal.
- ❖ If students report on their *Gold Star Exit Challenge* assignments from Lesson 10, prompt students to share their experiences in completing it.
- ❖ Teacher highlights public advocacy and participation in the community and in government as the focus for the final two lessons of the self-advocacy unit.

2. Explicit Instruction (35-45 minutes)

Group Advocacy vs. Individual Advocacy

- ❖ Prompt students to identify differences between self-advocacy and advocacy for others.
- ❖ Introduce and contrast examples of advocacy for a group vs. advocacy for an individual using examples of issues relevant to the lives of the students in the classroom (e.g., advocacy for all students to have the opportunity to participate in an event vs. advocacy for one specific student to participate but who is not interested in the event).
- ❖ Prompt students to identify reasons that it may not be respectful of another person to advocate *for* that person (e.g., presumes that the other is unable, or not self-aware; result may not be in line with the person's strengths, needs, and preferences).
- ❖ Synthesize student responses and highlights:
 - Not all individuals need and preferences are alike
 - Each person knows best about his/her individual strengths, needs, preferences
 - Every person is capable of self-advocacy
- ❖ Introduce the idea that advocacy for others is most effective and respectful of people's boundaries when it is done as part of a group and on behalf of a large group (rather than an individual).

Public Advocacy and Self-Advocacy

- ❖ Prompt students to read the definition of public advocacy from the *Self-Advocacy and Public Advocacy* handout.
- ❖ Prompt each student to choose a component of self-advocacy on the *Self-Advocacy and Public Advocacy* handout and identify (verbally, in writing, through Teacher-designed activity, etc.) ways that the component supports people to be better at public advocacy.

- ❖ Synthesize the students' responses, summarizing:
 - Self-awareness of our strengths, interests, needs, and preferences helps us be aware of the strengths, interests, needs, and preferences of others.
 - Understanding of how our disability impacts our life helps us to be aware of how disability impacts the lives of others.
 - Understanding our rights as citizens and as individuals with disability makes us aware of the rights of others.
 - Communication skills we develop to speak up for ourselves and effectively communicate information about ourselves helps us to speak up with others as a group.
 - The ability to identify resources helps us not only to advocate for ourselves but also to advocate with others as a group.

Communities

- ❖ Introduce the two effective ways to advocate for others: as part of a community group (emphasizing this is the topic of today's lesson) or by participating in government (emphasizing this is the topic of the final lesson).
- ❖ Distribute to class the activity for *What Does Community Mean to Me?*
- ❖ Prompt students to choose one of the three activity options and complete the activity listed.
- ❖ As students complete the *What Does Community Mean to Me?* activity, introduce examples of communities (e.g., neighborhood, school, town, state, church, scouts, sporting league, disability).
- ❖ Solicit volunteers to share their responses to the *What Does Community Mean to Me?* activity with the large group.
- ❖ Show the video [What Does Community Mean to You?](#) (first 1:16 minutes) to the large group.
- ❖ Synthesize students' responses to *What Does Community Mean to Me?* activity and information from *What Does Community Mean to You?* video and defines community as "people who live in the same area or share a quality or experience", emphasizing that a community is made up of people.

3. Guided Practice (20-25 minutes)

Small Group Activity

- ❖ Divide the class into small groups of 2-4 students
- ❖ Distribute *My Communities* handout to each student
- ❖ Introduce examples of different types of communities (e.g., neighborhood, school, town, state, church, scouts, sporting league, disability)
- ❖ Prompt students to:
 - Place a check or "x" next to the communities of which they are a member
 - Try to identify 1-2 additional communities of which they are a member
 - Use other members of their group as resources, if necessary, to assist them to complete the activity

- ❖ Review the rights and responsibilities of community members (on page 2 of *My Communities* handout) with the large group.
- ❖ Prompt students to work together in their small group to respond to the question, “What does it mean to participate in a community?”
- ❖ Synthesize small group discussions and define community service as “voluntary, unpaid work intended to help people in a particular community.”

4. Explicit Instruction (10-15 minutes)

Public Advocacy Through Community Participation

- Introduce examples of local community service opportunities that are relevant to the lives of the students in the class (e.g., toy drives, community giving, service at a homeless shelter).
- Prompt students to share with the large group their experiences with participating in community service (if students are unable to recall community service participation experiences, Teacher provides examples from the students’ participation in the school community such as handing out papers for teachers, etc.).
- ❖ As students identify their community service participation experiences, prompt students to identify:
 - The target community receiving the service;
 - The community the service addressed; and / or
 - Ways the student’s specific participation / actions helped others

5. Independent Practice (15-20 minutes)

Exit Ticket

- ❖ Distribute the list of *Local Community Service Opportunities* handout to students.
- ❖ Prompt students to review the local community service opportunities by:
 - Identifying one opportunity that interests them
 - identifying 1-2 reasons the opportunity interests them
 - identifying 1 strength they have that would help the cause / opportunity they selected

Gold Star Exit Challenge

- ❖ Encourage students to bring the *Community Service Opportunities* handout home, share it with a family member, and make an appointment to visit a community service organization.

Components of Self-Advocacy / Public Advocacy

What does self-advocacy mean?

Self-advocacy means taking the responsibility to communicate your needs and desires to others in a straightforward manner.

Components of self-advocacy:

- **Being self-aware** ... of your strengths, interests, needs, and preferences
- **Understanding your disability** ... and how it impacts your life in school, home, work, and the community
- **Understanding your rights** ... as a citizen and as an individual with a disability
- **Speaking up** ... for yourself
- **Communicating** ... information about yourself
- **Identifying resources** ... in your community (e.g., people, information, technology) that are available to help you to be successful in adult life

Self-advocacy helps you be more powerful and effective in:

- **Making choices and decisions** ... that affect you
- **Solving problems** ... in ways that works best for you
- **Reach goals and dreams** ... that you decide are important to you and achievable

What is public advocacy?

Public advocacy means speaking up with or defending the rights of a group of people (a group that may or may not include you)

*Self-advocacy prepares you for **public advocacy** through:*

- **Participation in your community** ... to improve the lives of others
- **Participation in government** ... to make and enforce laws that defend people's rights to fair and equal treatment as citizens

What Does Community Mean to Me?

(Choose one of the following options and complete the activity)

A. Draw a picture of your community on the back of this sheet of paper.

B. Finish the following sentence:
A community is ...

C. List people in your community and write one thing these people have in common.

People	What they have in common

MY COMMUNITIES

A community is a place where people live, work, play, share, pray, and / or learn together.

I am a member of the following communities:

School Community	
Neighborhood Community	
Regional Community	
My town/city Community	
My County Community	
Church Community	
Work Community	
Boy / Girl Scout Community	
Disability Community	
Sports Community	
<i>Other:</i>	

**These are my rights and responsibilities
as a community member:**

Rights	Responsibilities
<p><i>I have a right to:</i></p> <p>express myself</p>	<p><i>I have a responsibility to:</i></p> <p>follow community rules and obey community laws</p>
<p><i>I have a right to:</i></p> <p>be safe from harm</p>	<p><i>I have a responsibility to:</i></p> <p>respect the rights, beliefs and opinions of others</p>
<p><i>I have a right to:</i></p> <p>participate</p>	<p><i>I have a responsibility to:</i></p> <p>participate</p>
<p><i>I have a right to:</i></p> <p>use government and community services and facilities</p>	<p><i>I have a responsibility to:</i></p> <p>pay required community dues and / or taxes</p>

Lesson 12: Public Advocacy and Participation in Government

Objectives:

- ❖ Students will identify rights and opportunities of US citizens that are protected by the Americans with Disabilities Act.
- ❖ Students will describe governmental processes that ensure equal representation in government for US citizens.
- ❖ Students will distinguish between levels of government in the US.
- ❖ Students will identify and describe two ways that they are able to participate in government.
- ❖ Students will identify one issue that they feel impacts their school community.

Curricular Support Materials:

- ❖ *Google Impact Challenge: Disabilities ADA 25th Anniversary* [video](#)
- ❖ *Honor the ADA* article (from HEATH Newsletter Fall 2015)
- ❖ *Levels of Government* handout; *Responsibilities of Government* one-page handout (choose the page that is most appropriate for the students in the class)
- ❖ *Ways to Participate in Government* handout

Instructional Materials:

- ❖ Classroom behavioral rules chart, slide, or handout
- ❖ *Levels of Government* handout
- ❖ *Responsibilities of Government* one-page chart, slide, or handout
- ❖ *Ways to Participate in Government* handout
- ❖ Markers, pencils, and/or pens
- ❖ Scratch paper
- ❖ Large chart paper or easel
- ❖ Computer with screen and video projector

Time:

- ❖ Approximately 65-100 minutes

1. Review and Preview (5-10 minutes)

- ❖ Display the chart of classroom behavioral rules (created in Lesson 1) in a classroom location that is visible to all or distributes to students a handout of classroom behavioral rules.
- ❖ Display a sheet of chart paper or projected slide containing the *Self-Advocacy and Public Advocacy* handout in a classroom location that is visible to all or distributes to students the *Self-Advocacy and Public Advocacy* handout.
- ❖ Review the definition of public advocacy from *Self-Advocacy and Public Advocacy* handout and highlights community participation and participation in government as two effective forms of public advocacy.
- ❖ Prompt students who completed the *Gold Star Exit Challenge* from Lesson 11 to share with the class their experiences of exploring the MCPS community service opportunity they identified in the exit ticket from Lesson 11.
- ❖ Highlight public advocacy and participation in government as the focus for this final lesson of the self-advocacy unit.

2. Explicit Instruction (35-55 minutes)

- ❖ Introduce the purpose of government is to make and enforce laws that protect the rights of citizens.
- ❖ Highlight the Americans with Disabilities Act (ADA) from Lesson 4 as an example of a case where the United States government made and continues to enforce a law that prohibits discrimination (unfair treatment) and guarantees that people with disabilities have the same opportunities as everyone else to participate in all aspects of American life, including education, employment, transportation, government programs, and community resources.
- ❖ Introduce the [Google Impact Challenge: Disabilities ADA 25th Anniversary](#) video (first 3:22 minutes) that was shown in Lesson 4 and replays first 3:22 minutes of the video.
- ❖ Prompt students to provide examples from the video that show how people with disabilities did not have the same opportunities as people without disabilities before the ADA was passed.
- ❖ Synthesize student responses to highlight that before the passage of the ADA people with disabilities were not allowed to go to college, choose what type of job they would like to have (e.g., teacher; day care provider; example of Senator Harkin's brother having limited employment choices to baker, shoe cobbler, printer's assistant), or participate in society (e.g., not allowed in movie theatres, public transportation was inaccessible).
- ❖ Prompt students to identify changes in opportunities for people with disabilities that resulted from passage of the ADA.
- ❖ Synthesize student responses to highlight that as a result of the passage of the ADA people with disabilities had greater opportunity to participate in college, employment, and the community (e.g., curb cuts, accessible transportation and restrooms, use of Braille on public signs).
- ❖ Introduce the idea that the enactment of the ADA is an example of a group of people coming together to advocate for others by participating in government in order to change and create policies, laws, and rules that impact the ways people live their lives.

Democracy and Representation

- ❖ Introduce the idea that the United States form of government is called a democracy.
- ❖ Define democracy as “a form of government where every person’s voice is equally considered in making laws that govern the people.”
- ❖ Prompt students to answer and discuss the following question: How can and do we in the United States make sure that every citizen’s voice is equally heard in making the laws that govern us?
- ❖ Synthesize students responses and introduces:
 - since all US citizens cannot gather in one place to share their views, we instead elect people called representatives to represent us in lawmaking discussions
 - we elect representatives through a system of voting
 - this system of electing representatives allows us to participate in our government while also leading our everyday lives (i.e., working, attending college, caring for family members) and being productive members of our communities

Levels of Government

- ❖ Distribute *Levels of Government* handout to students.
- ❖ Project a slide for *Responsibilities of Government* one-page handout on screen (or represents *Responsibilities of Government* one-page handout on chart paper or distributes *Responsibilities of Government* one-page handout to students).
- ❖ Introduce the four levels of government identified on page 1 of *Levels of Government* handout (school, local (e.g., town, city, county), state, and federal).
- ❖ Introduce different sets of responsibilities for each level of government (based on content from *Responsibilities of Government* one-page handout):
 - Federal government: matters across and between states, international matters, make laws to enforce the US Constitution
 - State government: matters within a state, ratify Constitutional amendments, make state laws
 - Local government: provision of local services, resources, utilities and make local laws
- ❖ Highlight the idea that some responsibilities are shared by two or three levels of government (e.g., education; voting; law enforcement; transportation; management of parks, forests, and prisons).
- ❖ Prompt students to review the names and photos of their elected representatives shown on page 2 of the *Levels of Government* handout.
- ❖ Prompt students to identify any representatives they recognize on page 2 of the *Levels of Government* handout.
- ❖ ***If a representative from the student government is able to visit the class:***
 - Introduce student government representative to the class.

- Student government representative summarizes his / her position, role, and responsibilities in the student government.
- Student government representative reviews the student government election process and dates for next upcoming student government elections.
- Student government representative introduces current school issues in which the student government is involved.
- Student government representative prompts students to ask questions they have about the school's student government.

❖ ***If a representative from the student government is unable to visit the class:***

- Prompt students to answer the following question: Which level of government do you think was responsible for creating the ADA and is responsible for enforcing the ADA: the US federal government, the Maryland state government, or the local government?
- Offer the following guiding questions:
 - Is ensuring equal rights for people with disabilities important for only local citizens, Maryland citizens, or *all* citizens across all of the United States?
 - Were the people in the video from Maryland or did they come from across the United States?
- Summarize students answers and introduces:
 - The ADA is a law that enforces the US Constitution,
 - The ADA was created and is enforced by the US federal government, and
 - All states and local communities must enforce the ADA

3. Guided Practice (20-30 minutes)

Small Group Activity

- ❖ Divide the class into small groups of 2-4 students.
- ❖ Distribute to each student *Ways to Participate in Government* handout.
- ❖ Introduce the six ways people can participate in government (e.g., vote, stay informed on issues / candidates, communicate with representatives, volunteer to work for a representative / candidate, reflect on how current representatives are doing, run for office).
- ❖ Prompt students to:
 - Place a check or “x” on their *Ways to Participate in Government* handout next to two ways they feel they are able to (or might like to) participate in government.
 - Share with other members of their group why they selected the options they selected.
 - (optional) Brainstorm action steps to pursue the options they selected.
- ❖ Solicit one member from each group to share highlights of their small group discussion with the large group.

4. Independent Practice (5 minutes)

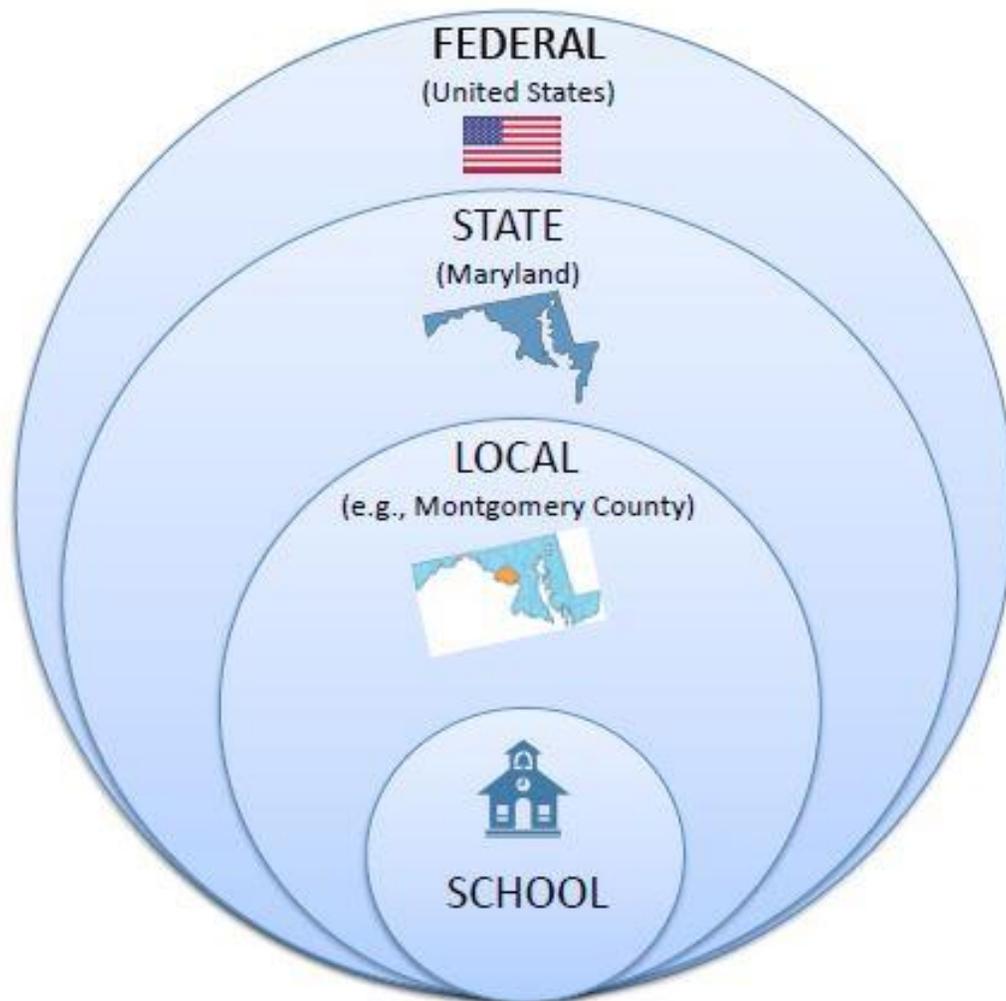
Exit Ticket

- ❖ Distribute an index card to each student (i.e., “exit ticket”) that prompts students to identify one issue that impacts their school community that they feel the school student government representatives should consider addressing.

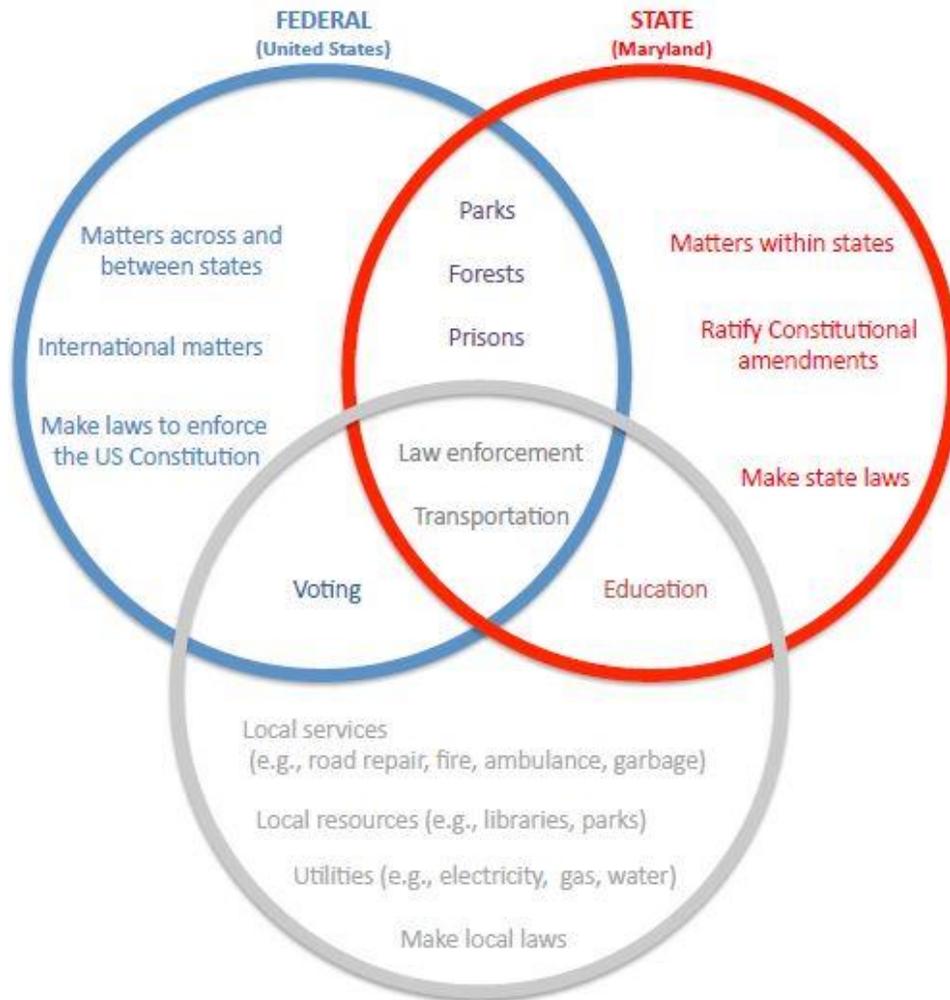
Gold Star Exit Challenge

- ❖ Encourage students to deliver a letter or email to one of their student government representatives expressing their feelings and concerns about the issue they identified in their exit ticket and a proposed action the student government should consider taking in response.

LEVELS OF GOVERNMENT IN THE UNITED STATES



Responsibilities of Government in the United States



Ways I am able to Participate in Government

<p>VOTE ...</p> <p><i>when I am 18 years old</i></p>	
<p>STAY INFORMED ...</p> <p><i>about issues that impact me and my community and about people who want represent me in the government</i></p>	
<p>CALL, WRITE, AND MEET ...</p> <p><i>my elected representatives and let them know where I stand on issues that impact me and my community</i></p>	
<p>VOLUNTEER ...</p> <p><i>to work for an elected government representative</i></p>	
<p>REFLECT ...</p> <p><i>on whether I feel my elected officials are doing a good job representing me</i></p>	
<p>RUN FOR OFFICE ...</p> <p><i>if I am not satisfied with the progress my government is making or with the candidates seeking election</i></p>	
<p><i>Other:</i></p>	

Fidelity of Implementation Checklists

Fidelity of Implementation is the commitment to follow the procedures and guidelines for an innovation, intervention, or activity. It may be a single event or a series of activities (e.g., single lessons, activities within lessons) or group of activities that comprise a whole, such as a series of lessons that make up a curriculum. In order to evaluate whether or not the activities have an impact, the implementer would want to implement “with fidelity” with adaptations to individualize it for specific student learning needs.

On the following pages, fidelity checklists that are aligned with the guides for each lesson are provided. These checklists can be used as additional guides for teachers to assess which components of lessons may need to be strengthened or completed on succeeding dates. Observers may also use the checklist, particularly if coaching a new user of the curriculum. It provides a structured way to discuss the ease of implementation, applicability to different learners, and strategies to enhance learning.

Plans for monitoring fidelity of implementation are best made when a program is being considered for adoption. Measuring fidelity is essential to determine why and how a program works. If there is NOT improvement, for example, on students’ development of self-advocacy skills, it would be important to know if the curriculum was actually implemented as intended or if factors interfered with a teacher’s ability to implement the curriculum as it was designed and described. If students’ self-advocacy skills do improve, it would be helpful to reflect on the fidelity data gathered to identify areas for improvement before expansion or scale up of implementation.



Lesson #1: What is Self-Advocacy? Fidelity of Implementation Checklist

Directions:

- 1) Check either Y (Yes) or N (No) to indicate whether the curricular element was implemented in the lesson as described in the lesson description.
- 2) If an element was supplemented or modified, also check S/M and record explanatory notes.

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
1. Development of Classroom Rules				
a. Teacher posts 3 charts with headings: Talk, Listen, Be Respectful				
b. Teacher prompts students to write and post rules				
c. Teacher solicits a volunteer to read each chart				
d. Teacher guides group discussion to determine 2-3 most important rules				
e. Teacher highlights importance of confidentiality				
f. Teacher directs student reader to circle or move chosen rules, including confidentiality under Be Respectful				
g. Teacher prompts students to provide examples of what rule would look like				
2. Explicit Instruction				
a. Teacher displays or distributes <i>Components of Self-Advocacy</i>				
b. Teacher introduces the meaning of self-advocacy				
c. Teacher shows a video or provides an example scenario modeling self-advocacy				
d. Teacher introduces the components of self-advocacy and provides 2-3 examples for each component				
e. Teacher introduces life activities in which self-advocacy helps you and provides examples for each				
f. Teacher highlights the components for this lesson and informs students about future sessions				
3. Guided Practice				
a. Teacher hands out <i>Being Self-Aware</i> worksheet				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
<i>Small Group Activity</i>				
a. Teacher divides class into small groups				
b. Teacher assigns each group 3-4 prompts on <i>Being Self-Aware</i> worksheet and encourages them to ask for help if needed				
c. Facilitator circulates among groups				
d. Teacher encourages students to ask peers for assistance if needed				
e. Teacher points out instances of self-advocacy when students ask for help				
f. Teacher assigns role play activity				
<i>Large Group Activity</i>				
a. Teacher directs each group to perform their role play for large group				
b. Teacher leads discussion after each role play and highlights components of self-advocacy				
4. Independent Practice				
<i>Exit Ticket</i>				
a. Teacher distributes index cards and asks students to write name, something they could use help with, and one resource they could use for assistance				
<i>Gold Star Exit Challenge (Optional)</i>				
b. Teacher encourages students to share with a family member the preferences they listed on <i>Being Self-Aware</i> worksheet and share about it during next lesson				

Number of sessions required for lesson implementation:

Total time required for lesson implementation:

Your Tips, Strategies, or Considerations for this lesson plan:

Lesson #2: Being Self-Aware - My Individual Strengths Fidelity of Implementation Checklist

Directions:

- 1) Check either Y (Yes) or N (No) to indicate whether the curricular element was implemented in the lesson as described in the lesson description.
- 2) If an element was supplemented or modified, also check S/M and record explanatory notes.

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
1. Review and Preview				
a. Teacher displays or distributes classroom behavioral rules created in Lesson 1				
b. Teacher displays or distributes <i>Components of Self-Advocacy</i> introduced in Lesson 1				
c. Teacher prompts students to review the rules, ask questions they have, and adhere to the rules				
d. Teacher prompts students who completed the <i>Gold Star Challenge</i> from Lesson 1 to share how conversations with families went				
e. Teacher highlights “being self-aware” as focus of the day’s lesson				
2. Explicit Instruction				
a. Teacher distributes to each student <i>My Individual Strengths</i> worksheet				
b. Teacher introduces large group to a list of the Teacher’s individual strengths (e.g., writing, patience)				
c. Teacher prompts each student to share at least one thing they do well (e.g., strengths)				
d. Teacher encourages students to rely on classroom peers as “resources” to help identify strengths if needed and highlights “identifying resources” as a component of self-advocacy				
e. Teacher, after all have shared, highlights the diversity of strengths, emphasizing that each has a unique set				
f. Teacher directs each student to record on <i>My Individual Strengths</i> worksheet				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
<i>Strengths and Effective Self-Advocacy</i> g. Teacher provides real or fictional example of something not going well in his/her life and how one of the strengths might help him/her to self-advocate to make things better				
3. Guided Practice a. Teacher divides class into groups of 2-3 students				
b. Teacher hands out exit tickets collected at end of Lesson 1				
c. Teacher prompts students to review what they identified as something they know or feel they could use help with				
d. Teacher prompts students to circle one strength on their <i>My Individual Strengths</i> worksheet that they could use to gain help with the need they identified on the exit ticket from Lesson 1				
e. Teacher prompts students to explain to others in their group how they might use the strength to obtain help with the need identified in Lesson 1				
f. Teacher encourages students to rely on other students in their group as “resources” to help them generate a response to the prompt				
4. Independent Practice <i>Exit Ticket</i> a. Teacher distributes index cards and prompts students to identify a way they can use their identified strength to obtain help with the need from the Lesson 1 exit ticket				
<i>Gold Star Exit Challenge (Optional)</i> b. Teacher encourages students to: <ul style="list-style-type: none"> • Share with a family member their <i>My Individual Strengths</i> worksheet and role play how to obtain help • Share with class how it went during next lesson 				

Number of sessions required for lesson implementation:

Total time required for lesson implementation:

Your Tips, Strategies, or Considerations for this lesson plan:

Lesson #3: Being Self-Aware - My Individual Challenges

Fidelity of Implementation Checklist

Directions:

- 1) Check either Y (Yes) or N (No) to indicate whether the curricular element was implemented in the lesson as described in the lesson description.
- 2) If an element was supplemented or modified, also check S/M and record explanatory notes.

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	M	S/M	Notes
1. Review and Preview				
a. Teacher displays or distributes classroom behavioral rules created in Lesson 1				
b. Teacher displays or distributes <i>Components of Self-Advocacy</i> introduced in Lesson 1				
c. Teacher highlights “being self-aware” as focus of the day’s lesson				
d. Teacher prompts students to share with the large group one of their strengths (identified in Lesson 2 or a different one)				
e. Teacher asks who completed the <i>Gold Star Challenge</i> from Lesson 2 to share experiences with family members in using role play to use strengths to self-advocate				
2. Explicit Instruction				
<i>Challenges</i>				
a. Teacher shows large group short video(s) of people identifying and talking about challenges they face in life				
b. Teacher highlights that the individuals in the videos faced different challenges				
c. Teacher highlights that the people in the videos are self-aware because they are able to identify and discuss challenges they face at home, work, school, with friends				
d. Teacher distributes 5 sticky notes to all students				
e. Teacher displays sheet of chart paper with 5 columns and writes headings with 5 challenges people faced in the videos that overlap with challenges faced by students				
f. Teacher directs students to place a sticky note under each column header that represents a challenge they feel they face				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	M	S/M	Notes
g. Teacher highlights the overlap and divergence of individual needs of students and their peers				
<i>Awareness of Challenges and Effective Self-Advocacy</i>				
h. Teacher prompts students to suggest ways that being self-aware of their own challenges can help people be more successful in getting what they need				
i. Teacher highlights that effective self-advocacy requires understanding your individual challenges and needs and the ability to communicate these to others				
3. Guided Practice				
<i>Small Group Activity</i>				
a. Teacher hands out <i>Communicating a Challenge</i> activity and reads directions				
b. Teacher divides the class into pairs				
c. Teacher instructs each student to complete the activity and to work in pairs to help each other identify a challenge and/or complete the communication activity				
<i>Large Group Activity</i>				
d. Teacher directs all students to form a large circle				
e. Teacher prompts students to share their communication activity with the large group				
4. Independent Practice				
<i>Exit Ticket</i>				
a. Teacher distributes index cards and directs students to write four challenges they face: one at home, one in school, one at work, one with friends				
<i>Gold Star Exit Challenge (Optional)</i>				
b. Teacher encourages students to: <ul style="list-style-type: none"> • Share with a family member their <i>Communicating a Challenge</i> worksheet and see if they can communicate their challenge using a different means of communication than in class • Share with class how it went during next lesson 				

Number of sessions required for lesson implementation:

Total time required for lesson implementation:

Your Tips, Strategies, or Considerations for this lesson plan:

Lesson #4: Understanding My Disability and My Rights

Disability and the Environment

Fidelity of Implementation Checklist

Directions:

- 1) Check either Y (Yes) or N (No) to indicate whether the curricular element was implemented in the lesson as described in the lesson description.
- 2) If an element was supplemented or modified, also check S/M and record explanatory notes.

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
1. Review and Preview				
a. Teacher displays or distributes classroom behavioral rules created in Lesson 1				
b. Teacher displays or distributes <i>Components of Self-Advocacy</i> introduced in Lesson 1				
c. Teacher reminds students that previous lessons covered self-awareness of their individual strengths and challenges				
d. Teacher highlights “understanding my disability” as the component of self-advocacy that will be the focus of the day’s lesson				
e. Teacher asks who completed the <i>Gold Star Challenge</i> from Lesson 3 to share experiences with family members in using different means to communicate a challenge they face				
2. Explicit Instruction				
<i>Disability as an Environmental Construct</i>				
a. Teacher displays 3 photos of person in a wheelchair				
b. Teacher defines disability: Disability results when an individual is in an environment that is not well matched to their strengths and challenges				
c. Teacher prompts and guides students to identify the strengths and challenges of the person in the pictures				
d. Teacher highlights the differences in the environment for the 3 people and that the elevator eliminates the “disabling” condition that a person in a wheelchair faces				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
<i>Disability vs. Inability</i> e. Teacher refers to photos to highlight and lead large group discussion on the difference between inability and disability				
3. Guided Practice a. Teacher shows and explains three disability cartoons to large group and introduces small group activity				
<i>Small Group Activity</i> b. Teacher directs students to select a cartoon they feel is an example of how the environment can create a disability				
c. Teacher divides the class into pairs				
d. Teacher directs students to move to the table where their cartoon is placed and discuss it with the group				
<i>Large Group Activity</i> e. Teacher, after students have completed the activity, directs all students to form a large circle				
f. Teacher solicits one group member from each group to share highlights of small group discussion				
4. Independent Practice				
<i>Exit Ticket</i> a. Teacher distributes index cards and directs students to respond to the following: <ul style="list-style-type: none"> • One way my classroom, work, or home environment creates a disability for me is.. • One way to improve my classroom, work, or home environment so I can better show my abilities would be... 				
<i>Gold Star Exit Challenge (Optional)</i> b. Teacher encourages students to: <ul style="list-style-type: none"> • Draw a cartoon that depicts how the environment can create a disability for someone • Share with class during next lesson 				

Number of sessions required for lesson implementation:

Total time required for lesson implementation:

Additional Tips, Strategies, or Considerations for this lesson plan:

Lesson #5: Understanding My Disability and My Rights

Individual Classification

Fidelity of Implementation Checklist

Directions:

- 1) Check either Y (Yes) or N (No) to indicate whether the curricular element was implemented in the lesson as described in the lesson description.
- 2) If an element was supplemented or modified, also check S/M and record explanatory notes.

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
1. Review and Preview				
a. Teacher displays or distributes classroom behavioral rules created in Lesson 1				
b. Teacher displays or distributes <i>Components of Self-Advocacy</i> introduced in Lesson 1				
c. Teacher reminds students that previous lessons covered self-awareness of their individual strengths and challenges and an introduction to disability and environmental factors that help create disabilities				
d. Teacher highlights “understanding my disability” and “understanding my rights” as the components of self-advocacy that will be the focus of the day’s lesson				
e. Teacher asks who completed the <i>Gold Star Challenge</i> from Lesson 4 to share with the class their cartoons depicting the ways the environment may cause disabilities				
2. Explicit Instruction I <i>Disability Rights—The IDEA</i>				
a. Teacher displays photographs from Lesson 4 and prompts and guides students to recall 1-2 ways the environment can create unnecessary disabling conditions				
b. Teacher introduces different types of environments students encounter each day				
c. Teacher shows clip of <i>Including Samuel</i> video				
d. Teacher asks students to provide their perspective of “inclusion” based on the video				
e. Teacher explains that inclusion refers to teaching students of all strengths and challenges in the same classroom				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
f. Teacher provides examples of ways that school environments are inclusive/welcoming to individuals with diverse strengths and challenges from video or own experiences				
g. Teacher introduces IDEA as a law that guarantees students with disabilities have the same opportunities to learn and succeed in school as students without disabilities				
3. Guided Practice				
a. Teacher divides the class into groups of 3-4 students				
<i>Small Group Activity</i>				
b. Teacher directs students to identify one scene from <i>Including Samuel</i> that they feel is a good example of the IDEA's intent that students with disabilities have the same opportunities to learn and be successful in school as all other students				
4. Explicit Instruction II				
a. Teacher has small groups join together in a large group				
<i>Disability Rights – The ADA</i>				
b. Teacher introduces the ADA as a law that guarantees that individuals with disabilities are not discriminated against based on their individual strengths and challenges				
c. Teacher shows video of ADA and highlights key points				
<i>Importance of the Term "Disability"</i>				
d. Teacher introduces that the IDEA, the ADA, and other laws that protect individuals with disabilities from discrimination are written such that individuals must have a disability that falls into a set of specific categories				
e. Teacher displays on chart paper a list of disability categories covered under the IDEA				
f. Teacher highlights importance that students are able to identify their disability category and the ways the disability impacts their ability to function in a given environment				
5. Independent Practice				
<i>Exit Ticket</i>				
a. Teacher distributes to each student an abbreviated copy of their IEP				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
b. Teacher directs students to the sections where they can find information on their disability category, services, accommodations, and modifications				
c. Teacher distributes an index card to each student and prompts students to write their disability classification and at least one service, accommodation, or modification on their IEP				
<i>Gold Star Challenge</i> d. Teacher encourages students to: <ul style="list-style-type: none"> • Make an appointment with special educator or case manager and conduct an interview of at least 3 questions about their disability or a service • Share this experience with the class 				

Number of sessions required for lesson implementation:

Total time required for lesson implementation:

Additional Tips, Strategies, or Considerations for this lesson plan:

Lesson #6: Communication and Self-Advocacy

Fidelity of Implementation Checklist

Directions:

- 1) Check either Y (Yes) or N (No) to indicate whether the curricular element was implemented in the lesson as described in the lesson description.
- 2) If an element was supplemented or modified, also check S/M and record explanatory notes.

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
1. Review and Preview				
a. Teacher displays or distributes classroom behavioral rules created in Lesson 1				
b. Teacher highlights behavioral rule related to confidentiality				
c. Teacher displays or distributes <i>Components of Self-Advocacy</i> introduced in Lesson 1				
d. Teacher highlights “understanding my disability” and “understanding my rights” as the components of self-advocacy that were the focus of the last two lessons				
e. Teacher asks who completed the <i>Gold Star Challenge</i> from Lesson 5 to share with the class their experiences with learning more about their disability and their IEP				
f. Teacher highlights “speaking up” and “communicating” as the components of self-advocacy that will be the focus of the day’s lesson				
2. Explicit Instruction				
a. Teacher introduces three means of communication (verbal, visual, nonverbal)				
b. Teacher models common, recognizable examples of each of the means of communication (verbal, visual, nonverbal)				
c. Teacher displays empty template: <i>Helpful Ways to Communicate with Words</i>				
d. Teacher passes basket of <i>Communication Strategy-Words</i> cards and asks each student to pick a card when the basket reaches him/her				
e. Teacher models each strategy selected and asks student who drew the card to model the strategy				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
f. Teacher asks large group if the selected strategy is a helpful or non-helpful communication strategy, guides discussion to correct answer, and places strategy card on the <i>Helpful Ways to Communicate with Words</i> template				
g. Teacher continues to do this until all selected word cards are correctly placed on the <i>Helpful Ways to Communicate with Words</i> template				
h. Teacher completes the template activity for additional two templates: <i>Helpful Ways to Communicate with Pictures</i> and <i>Helpful Ways to Communicate with Body Language</i>				
i. Teacher distributes to each student <i>Helpful Ways to Communicate</i> student handout and emphasizes that it is a summary of the large group work				
3. Guided Practice <i>Small Group Activity</i>				
a. Teacher hands out <i>Communicating a Need</i> activity and reviews directions with the class				
b. Teacher emphasizes that students must use the strategy “I will state my need” in addition to the strategy they circle in Step 4 when they complete Step 5				
c. Teacher divides the class into pairs				
d. Teacher instructs students to work in pairs to complete the activity <ul style="list-style-type: none"> Practice communicating need and asking for feedback Show email, letter, or picture and ask for feedback 				
<i>Large Group Activity</i>				
a. After activity is completed, Teacher directs all students to a large circle				
b. Teacher solicits students to share their communication activity				
c. After each demonstration, Teacher solicits and guides group to identify positive and negative strategies used				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
4. Independent Practice <i>Exit Ticket</i> <ul style="list-style-type: none"> a. Teacher distributes to each student an index card that prompts student to identify: <ul style="list-style-type: none"> • One positive strategy they included in <i>Communicating a Need</i> activity • One additional strategy that would be helpful for the Gold Star Exit Challenge 				
<i>Gold Star Challenge</i> <ul style="list-style-type: none"> b. Teacher encourages students to: <ul style="list-style-type: none"> • Make an appointment with the person they identified in Question 2 of their <i>Communicating a Need</i> worksheet • Communicate their need to this person using the strategies from the exit ticket 				

Number of sessions required for lesson implementation:

Total time required for lesson implementation:

Additional Tips, Strategies, or Considerations for this lesson plan:

Lesson #7: Identifying Resources Fidelity of Implementation Checklist

Directions:

- 1) Check either Y (Yes) or N (No) to indicate whether the curricular element was implemented in the lesson as described in the lesson description.
- 2) If an element was supplemented or modified, also check S/M and record explanatory notes.

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
1. Review and Preview				
a. Teacher displays or distributes classroom behavioral rules created in Lesson 1				
b. Teacher displays or distributes <i>Components of Self-Advocacy</i> introduced in Lesson 1				
c. Teacher highlights “speaking up” and “communicating” as the components of self-advocacy that were the focus of the previous lesson				
d. Teacher asks who completed the <i>Gold Star Challenge</i> from Lesson 6 to share with the class their experiences with communicating a need				
e. Teacher highlights “identifying resources” as the components of self-advocacy that will be the focus of the day’s lesson				
2. Explicit Instruction				
a. Teacher identifies a resource as “something that is available for use and can be used for support or help”				
b. Teacher displays definition on chart paper for students to read and reference throughout the lesson				
c. Teacher emphasizes that resources are available for use and gives examples of resources that may be available to some but not to others in the class				
d. Teacher asks students to identify resources in their own lives that they feel are available and they use for support or help				
e. Teacher leads large group discussion about the importance of resources to being an effective self-advocate				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
f. Teacher hands out <i>My Resources</i> handout and displays the content of the handout on chart paper				
g. Teacher introduces common types of resources and familiar examples of each				
3. Guided Practice				
<i>Small Group Activity</i>				
a. Teacher hands out Identifying Resources activity and reviews directions with class				
b. Teacher divides class into groups of 3 or 4				
c. Teacher instructs students to complete the activity and work in groups to help each other				
d. Teacher moves between groups to help students				
<i>Large Group Activity</i>				
d. After completion of activity, Teacher directs all students to form a large circle				
e. Teacher solicits a student from each group to share group responses to Item #2 and highlights of discussion				
f. Teacher solicits and responds to students' questions about resources available to them				
4. Independent Practice				
<i>Exit Ticket</i>				
a. Teacher distributes to each student an index card that prompts student to: <ul style="list-style-type: none"> • Identify a resource they would like to use more often and learn more about • Identify a family member who may be able to help them with this 				
<i>Gold Star Challenge</i>				
b. Teacher encourages students to: <ul style="list-style-type: none"> • Bring their <i>Identifying Resources</i> worksheet and <i>My Resources</i> handout home • Share their answers to Items #7a and #7b with a family member • Work with the family member to brainstorm ways to use the resource and learn more about the resource 				

Number of sessions required for lesson implementation:

Total time required for lesson implementation:

Additional Tips, Strategies, or Considerations for this lesson plan:

Lesson #8: Self-Advocacy and Making Decisions

Fidelity of Implementation Checklist

Directions:

- 1) Check either Y (Yes) or N (No) to indicate whether the curricular element was implemented in the lesson as described in the lesson description.
- 2) If an element was supplemented or modified, also check S/M and record explanatory notes.

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
1. Review and Preview				
a. Teacher displays or distributes classroom behavioral rules created in Lesson 1				
b. Teacher displays or distributes <i>Components of Self-Advocacy</i> introduced in Lesson 1				
c. Teacher highlights “identifying resources” as the focus of the previous lesson				
d. Teacher asks who completed the <i>Gold Star Challenge</i> from Lesson 7 to share with the class their experiences with identifying resources with a family member				
e. Teacher summarizes that first 7 lessons focused on how to be better at self-advocacy				
f. Teacher tells students that next 3 lessons will focus on important skills they need to take greater charge of their lives				
g. Teacher highlights “self-advocacy and making decisions” as the component of self-advocacy as the focus of the day’s lesson				
2. Explicit Instruction				
a. Teacher plays video <i>Decisions, Decisions, Decisions</i> for large group				
b. Teacher prompts students to identify decisions made in the video				
c. Teacher introduces that people make lots of decisions every day and gives examples				
d. Teacher introduces that decision making requires that students have developed self-advocacy components				
e. Teacher prompts students to name some of the decisions they make every day				
f. Teacher highlights connections between student-identified decisions and components of self-advocacy				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	Y	
g. Teacher distinguishes that some decisions are easy and others harder because they have bigger consequences				
h. Teacher displays or distributes <i>Making Big Decisions</i>				
i. Teacher introduces the steps to making big decisions				
j. Teacher provides decision-making scenario and prompts students to help complete the steps using the scenario				
3. Guided Practice				
<i>Small Group Activity</i>				
a. Teacher divides class into groups of 2- 4				
b. Teacher distributes <i>Making A Decision-Scenario</i> worksheet to each student				
c. Teacher gives a scenario card to each group				
d. Teacher reviews <i>Making a Decision</i> worksheet with large group and draws connection to the <i>Steps to Making Big Decisions</i> handout				
e. Teacher instructs students to work in groups to complete the <i>Making A Decision-Scenario</i> worksheet with scenario provided				
f. Teacher moves between groups to offer help				
<i>Large Group Activity</i>				
g. After completion of activity, Teacher directs all students to form a large circle				
h. Teacher solicits a student from each group to share the group’s scenario, decision, consequences, and evaluation				
4. Independent Practice				
<i>Exit Ticket</i>				
a. Teacher distributes to each student an index card that prompts student to identify a situation in their own lives where they might be able to use the decision-making process they learned in this lesson				
<i>Gold Star Challenge</i>				
b. Teacher encourages students to complete the <i>Making A Decision</i> template using the situation they identified on their exit ticket				

Number of sessions required for lesson implementation:

Total time required for lesson implementation:

Additional Tips, Strategies, or Considerations for this lesson plan:

Lesson #9: Self-Advocacy and Solving Problems

Fidelity of Implementation Checklist

Directions:

- 1) Check either Y (Yes) or N (No) to indicate whether the curricular element was implemented in the lesson as described in the lesson description.
- 2) If an element was supplemented or modified, also check S/M and record explanatory notes.

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
1. Review and Preview				
a. Teacher displays or distributes classroom behavioral rules created in Lesson 1				
a. Teacher displays or distributes <i>Components of Self-Advocacy</i> introduced in Lesson 1				
b. Teacher highlights “self-advocacy and making decisions” as the component of self-advocacy that was the focus of the previous lesson				
c. Teacher asks who completed the <i>Gold Star Challenge</i> from Lesson 8 to share with the class the decision that was the focus and the decision-making steps identified on their <i>Making A Decision</i> template				
d. If students completed the challenge, Teacher prompts them to describe challenges, obstacles, or problems they encountered in completing the template and acting on their decisions				
e. Teacher highlights “self-advocacy and solving problems” as the component of self-advocacy that will be the focus of the day’s lesson				
2. Explicit Instruction				
a. Teacher introduces definition of an obstacle				
b. Teacher shows large group photos of objects that represent obstacles and prompts students to describe how they present problems in making progress				
c. Teacher shows video or demonstrates playing a video game that presents obstacles to the player				
d. Teacher prompts students to identify obstacles from video or game				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	Y	
e. Teacher introduces that people encounter obstacles every day and provides common examples				
f. Teacher introduces problem solving as a process				
g. Teacher prompts students to name a problem or obstacle that they encountered recently and how they solved or overcame it				
h. Teacher displays or distributes <i>Steps to Solving Problems</i> and highlights how similar to <i>Steps to Making Big Decisions</i> with addition of "Note Obstacles..."				
i. Teacher shows <i>Ormie the Pig</i> video				
j. Teacher uses <i>Solving a Problem: Ormie the Pig Scenario</i> to prompt students to answer questions related to <i>Steps to Solving a Problem</i> for the problem presented in the video				
3. Guided Practice				
<i>Small Group Activity</i>				
a. Teacher divides class into groups of 2- 4				
b. Teacher distributes <i>Solving A Problem-Locked Out</i> worksheet to each student				
c. Teacher shows a video or picture of someone who gets locked out				
d. Teacher hands out a card to each group with a relevant scenario				
e. Teacher reviews <i>Solving A Problem-Locked Out</i> worksheet with large group and draws connection to the <i>Steps to Solving Problems</i> handout				
f. Teacher instructs students to work in groups to complete page 1 of <i>Solving A Problem-Locked Out</i> worksheet				
g. Teacher moves between groups to help students				
h. Teacher shows group second part of video				
i. Teacher instructs students to work in groups to complete page 2 of <i>Solving A Problem-Locked Out</i> worksheet				
<i>Large Group Activity</i>				
a. After completion of activity, Teacher directs all students to form a large circle				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	Y	
b. Teacher solicits 1-2 students to share their responses to the "Evaluate" portion of the Solving a Problem-Locked Out worksheet				
4. Independent Practice <i>Exit Ticket</i> a. Teacher distributes to each student an index card that prompts student to identify a problem in their own lives where they might be able to use the problem-solving process they learned in this lesson				
<i>Gold Star Challenge</i> b. Teacher encourages students to complete the <i>Solving A Problem</i> template using the situation they identified on their exit ticket				

Number of sessions required for lesson implementation:

Total time required for lesson implementation:

Additional Tips, Strategies, or Considerations for this lesson plan:

Lesson #10: Self-Advocacy and Reaching My Goals

Fidelity of Implementation Checklist

Directions:

- 1) Check either Y (Yes) or N (No) to indicate whether the curricular element was implemented in the lesson as described in the lesson description.
- 2) If an element was supplemented or modified, also check S/M and record explanatory notes.

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
1. Review and Preview				
a. Teacher displays or distributes classroom behavioral rules created in Lesson 1				
b. Teacher displays or distributes <i>Components of Self-Advocacy</i> introduced in Lesson 1				
c. Teacher highlights “self-advocacy and problem solving” as the skill that was the focus of the previous lesson				
d. Teacher asks who completed the <i>Gold Star Challenge</i> from Lesson 9 to share with the class the problem that was the focus and the problem-solving steps identified on their <i>Solving A Problem</i> template				
e. If students completed the challenge, Teacher prompts them to describe their experiences in completing the assignment				
f. Teacher highlights “self-advocacy and reaching goals” as the skill that will be the focus of the day’s lesson				
2. Explicit Instruction				
a. Teacher prompts students to share their definitions of “goal”				
b. Teacher summarizes student-provided definitions and introduces a goal as “something a person hopes to accomplish or achieve”				
c. Teacher shows video <i>Importance of Setting Goals</i> to the group				
d. Teacher prompts students to share goals they have or have had				
<i>Achievable vs. Unachievable Goals</i>				
e. Teacher introduces achievable goals as goals that a person is able to achieve and emphasizes the importance of this				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
f. Teacher provides examples of achievable and unachievable goals and asks students to classify them				
<i>Short-term vs. Long-term goals</i>				
g. Teacher distributes <i>My Short-Term Goals</i> and <i>My Long-Term Goals</i> worksheets to students				
h. Teacher introduces definitions of short- and long-term goals				
i. Teacher introduces and describes each goal on <i>My Short-Term Goals</i> worksheet and prompts students to circle goals they have for themselves				
j. Teacher prompts students to add one more goal at bottom of worksheet				
k. Teacher introduces and describes each goal on <i>My Long-Term Goals</i> worksheet and prompts students to circle goals they have for themselves				
l. Teacher prompts students to add one more goal at bottom of worksheet				
m. Teacher displays or distributes <i>Steps to Reaching Goals</i> and highlights that the steps are similar to <i>Steps to Making Big Decisions</i> and <i>Steps to Solving A Problem</i>				
n. Teacher introduces that goal setting involves creating an action plan of steps				
o. Teacher reviews with large group the steps to reaching goals				
p. Teacher introduces that goal setting is a cyclical process				
3. Guided Practice				
<i>Small Group Activity</i>				
a. Teacher divides class into groups of 2- 4				
b. Teacher distributes <i>Reaching A Short-Term Goal</i> worksheet to each student				
c. Teacher instructs students to select one goal from their worksheet and complete the first 5 steps on <i>Reaching A Short-Term Goal</i> template				
d. Teacher moves between the groups providing help as needed				
<i>Large Group Activity</i>				
a. After completion of activity, Teacher directs all students to form a large circle				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
b. Teacher solicits one student to share his or her response to first five steps				
c. Teacher review last two steps: act and evaluate				
d. Teacher introduces and provides examples of measures listed under "Evaluate" on <i>Reaching a Short-Term Goal</i>				
4. Independent Practice <i>Exit Ticket</i> a. Teacher distributes to each student a <i>Reaching A Long-Term Goal</i> template and prompt students to identify and write under "see" a long-term goal from their <i>My Long-Term Goals</i> worksheet for which they could use the goal setting process they learned in this lesson				
<i>Gold Star Challenge</i> b. Teacher encourages students to work with a family member to use the <i>Reaching A Long-Term Goal</i> template to create an action plan for reaching a long-term goal				

Number of sessions required for lesson implementation:

Total time required for lesson implementation:

Additional Tips, Strategies, or Considerations for this lesson plan:

Lesson #11: Public Advocacy and Community Participation Fidelity of Implementation Checklist

Directions:

- 1) Check either Y (Yes) or N (No) to indicate whether the curricular element was implemented in the lesson as described in the lesson description.
- 2) If an element was supplemented or modified, also check S/M and record explanatory notes.

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
1. Review and Preview				
a. Teacher displays or distributes classroom behavioral rules created in Lesson 1				
b. Teacher displays or distributes <i>Self-Advocacy and Public Advocacy</i> handout				
c. Teacher reviews components of self-advocacy and self-determination skills that self-advocacy supports				
d. Teacher asks who completed the <i>Gold Star Challenge</i> from Lesson 10 to share with the class the action plan they developed to help them reach a long-term goal				
e. If students completed the challenge, Teacher prompts them to describe their experiences in completing the assignment				
f. Teacher highlights public advocacy and participation in the community and in government as the focus of the last two lessons				
2. Explicit Instruction <i>Group Advocacy vs. Individual Advocacy</i>				
a. Teacher prompts students to identify differences between self-advocacy and advocacy for others				
b. Teacher introduces and contrasts examples of advocacy for a group vs. advocacy for an individual				
c. Teacher prompts students to identify reasons why it may not be respectful of another person to advocate for that person				
d. Teacher synthesizes student responses and highlights: <ul style="list-style-type: none"> • Not all individual needs and preferences are alike 				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
<ul style="list-style-type: none"> Each person knows their own strengths, needs, preferences best Every person is capable of self-advocacy 				
e. Teacher introduces that advocacy for others is most effective and respectful when done as part of a group or on behalf of a group				
<i>Public Advocacy and Self-Advocacy</i>				
f. Teacher prompts students to read the definition of public advocacy from the <i>Self-Advocacy and Public Advocacy</i> handout				
g. Teacher prompts each student to choose a component from the handout and identify ways that it supports people to be better at public advocacy				
h. Teacher synthesizes students' responses and summarizes around key points <ul style="list-style-type: none"> Self-awareness of our strengths, interests, needs, and preferences helps us be aware of the strengths, interests, needs, and preferences of others Understanding how our disability impacts our life helps us to be aware of how disability impacts the lives of others Understanding our rights as citizens and as individuals with disability makes us aware of the rights of others Communication skills we develop to speak up for ourselves and effectively communicate information about ourselves helps us to speak up with others as a group The ability to identify resources helps us not only to advocate for ourselves but also to advocate with others as a group 				
<i>Communities</i>				
i. Teacher introduces two effective ways to advocate for others: as part of a community group or by participating in government				
j. Teacher distributes to class the <i>What Does Community Mean to Me?</i> activity				
k. Teacher prompts students to choose one of the three activity options and complete the activity listed				
l. As students complete the <i>What Does Community Mean to Me?</i> activity, Teacher				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
introduces examples of communities (e.g., neighborhood, school, town, state, church, scouts, sporting league, disability)				
m. Teacher solicits volunteers to share their responses to the <i>What Does Community Mean to Me?</i> activity with the large group				
n. Teacher shows video What Does Community Mean to You? (first 1:16 minutes) to the large group				
o. Teacher synthesizes students' responses to <i>What Does Community Mean to Me?</i> activity and information from <i>What Does Community Mean to You?</i> video and defines community as "people who live in the same area or share a quality or experience", emphasizing that a community is made up of people				
3. Guided Practice <i>Small Group Activity</i>				
a. Teacher divides class into groups of 2- 4				
b. Teacher distributes to each student <i>My Communities</i> handout				
c. Teacher introduces examples of different types of communities (e.g., neighborhood, school, town, state, church, scouts, sporting league, disability)				
d. Teacher prompts students to <ul style="list-style-type: none"> place a check or "x" next to the communities of which they are a member try to identify 1-2 additional communities of which they are a member use other members of their group as resources, if necessary, to assist them to complete the activity 				
e. Teacher reviews the rights and responsibilities of community members (on page 2 of <i>My Communities</i> handout) with the large group				
f. Teacher prompts students to work together in their small group to respond to the question, "What does it mean to participate in a community?"				
g. Teacher synthesizes small group discussions and defines community service as "voluntary, unpaid work intended to help people in a particular community"				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
4. Explicit Instruction <i>Public Advocacy Through Community Participation</i>				
a. Teacher introduces examples of local community service opportunities that are relevant to the lives of the students in the class (e.g., toy drives, community giving, service at a homeless shelter)				
b. Teacher prompts students to share with the large group their experiences with participating in community service (if students are unable to recall community service participation experiences, Teacher provides examples from the students' participation in the school community such as handing out papers for teachers, etc.)				
c. As students identify their community service participation experiences, Teacher prompts students to identify: <ul style="list-style-type: none"> • the target community receiving the service; • the community the service addressed; and / or • ways the student's specific participation / actions helped others 				
5. Independent Practice <i>Exit Ticket</i>				
a. Teacher distributes list of <i>local Community Service Opportunities</i> handout to students				
b. Teacher prompts students to review the local community service opportunities by: <ul style="list-style-type: none"> • Identifying one interesting opportunity • identifying 1-2 reasons the opportunity interests them • identifying 1 strength they have that would help the cause / opportunity they selected 				
<i>Gold Star Challenge</i>				
c. Teacher encourages students to bring the <i>local Community Service Opportunities</i> handout home, share it with a family member, and make an appointment to visit the community service organization they identified				

Number of sessions required for lesson implementation:

Total time required for lesson implementation:

Additional Tips, Strategies, or Considerations for this lesson plan:

Lesson #12: Public Advocacy and Government Participation Fidelity of Implementation Checklist

Directions:

- 1) Check either Y (Yes) or N (No) to indicate whether the curricular element was implemented in the lesson as described in the lesson description.
- 2) If an element was supplemented or modified, also check S/M and record explanatory notes.

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
1. Review and Preview				
a. Teacher displays or distributes classroom behavioral rules created in Lesson 1				
b. Teacher displays or distributes <i>Self-Advocacy and Public Advocacy</i> handout				
c. Teacher reviews definition of public advocacy from <i>Self-Advocacy and Public Advocacy</i> handout and highlights community participation and participation in government as two effective forms of public advocacy				
d. Teacher prompts students who completed the <i>Gold Star Exit Challenge</i> from Lesson 11 to share with the class their experiences of exploring the local community service opportunity they identified in the exit ticket from Lesson 11				
e. Teacher highlights public advocacy and participation in government as the focus for this final lesson of the self-advocacy unit				
2. Explicit Instruction				
a. Teacher introduces the purpose of government is to make and enforce laws that protect the rights of citizens				
b. Teacher highlights the Americans with Disabilities Act (ADA) from Lesson 4 as an example of a case where the United States government made and continues to enforce a law that prohibits discrimination (unfair treatment) and guarantees that people with disabilities have the same opportunities as everyone else to participate in all aspects of American life, including education, employment, transportation, government programs, and community resources				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
c. Teacher introduces Google Impact Challenge: Disabilities ADA 25th Anniversary video (first 3:22 minutes) that was shown in Lesson 4 and replays first 3:22 minutes of the video				
d. Teacher prompts students to provide examples from the video that show how people with disabilities did not have the same opportunities as people without disabilities before the ADA was passed				
e. Teacher synthesizes student responses to highlight that before the passage of the ADA people with disabilities were not allowed to go to college, choose what type of job they would like to have (e.g., teacher; day care provider; example of Senator Harkin’s brother having limited employment choices to baker, shoe cobbler, printer’s assistant), or participate in society (e.g., not allowed in movie theatres, public transportation was inaccessible)				
f. Teacher prompts students to identify changes in opportunities for people with disabilities that resulted from passage of the ADA				
g. Teacher synthesizes student responses to highlight that as a result of the passage of the ADA people with disabilities had greater opportunity to participate in college, employment, and the community (e.g., curb cuts, accessible transportation and restrooms, use of Braille on public signs)				
h. Teacher introduces that the enactment of the ADA is an example of a group of people coming together to advocate for others by participating in government in order to change and create policies, laws, and rules that impact the ways people live their lives				
<i>Democracy and Representation</i>				
i. Teacher introduces that the United States form of government is called a democracy				
j. Teacher defines democracy as “a form of government where every person’s voice is equally considered in making laws that govern the people”				
k. Teacher prompts students to answer and discuss the following question: How can and do				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
we in the United States make sure that every citizen’s voice is equally heard in making the laws that govern us?				
<p>i. Teacher synthesizes students responses and introduces:</p> <ul style="list-style-type: none"> • since all US citizens cannot gather in one place to share their views, we instead elect people called representatives to represent us in lawmaking discussions • we elect representatives through a system of voting • this system of electing representatives allows us to participate in our government while also leading our everyday lives (i.e., working, attending college, caring for family members) and being productive members of our communities 				
<p><i>Levels of Government</i></p> <p>m. Teacher distributes <i>Levels of Government</i> handout to students</p>				
<p>n. Teacher projects slide of <i>Responsibilities of Government</i> one-page handout on screen (or represents <i>Responsibilities of Government</i> one-page handout on chart paper or distributes <i>Responsibilities of Government</i> one-page handout to students)</p>				
<p>o. Teacher introduces four levels of government identified on page 1 of <i>Levels of Government</i> handout (school, local (e.g., town, city, county), state, and federal)</p>				
<p>p. Teacher introduces different sets of responsibilities for each level of government (based on content from <i>Responsibilities of Government</i> one-page handout):</p> <ul style="list-style-type: none"> • Federal government: matters across and between states, international matters, make laws to enforce the US Constitution • State government: matters within a state, ratify Constitutional amendments, make state laws • Local government: provision of local services, resources, utilities and make local laws 				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
q. Teacher highlights that some responsibilities are shared by two or three levels of government (e.g., education; voting; law enforcement; transportation; management of parks, forests, and prisons)				
r. Teacher prompts students to review the names and photos of their elected representatives shown on page 2 of the <i>Levels of Government</i> handout				
s. Teacher prompts students to identify any representatives they recognize on page 2 of the <i>Levels of Government</i> handout				
t. <i>If a representative from the student government is able to visit the class:</i> <ul style="list-style-type: none"> • Teacher introduces student government representative to the class • Student government representative summarizes his / her position, role, and responsibilities in the student government • Student government representative reviews the student government election process and dates for next upcoming student government elections • Student government representative introduces current school issues in which the student government is involved • Student government representative prompts students to ask questions they have about the school’s student government 				
u. <i>If a representative from the student government is unable to visit the class:</i> <ul style="list-style-type: none"> • Teacher prompts students to answer the following question: <i>Which level of government do you think was responsible for creating the ADA and is responsible for enforcing the ADA: the US federal government, the Maryland state government, or the local government?</i> • Guiding questions: <ul style="list-style-type: none"> ○ Is ensuring equal rights for people with disabilities important for only Maryland citizens, or <i>all</i> citizens across all of the United States? 				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			Notes
	Y	N	S/M	
<ul style="list-style-type: none"> ○ Were the people in the video only from Maryland, or did they come from across the United States? 				
<ul style="list-style-type: none"> v. Teacher summarizes students answers and introduces: <ul style="list-style-type: none"> • the ADA is a law that enforces the US Constitution, • the ADA was created and is enforced by the US federal government, and • all states and local communities must enforce the ADA 				
<p>3. Guided Practice</p> <p><i>Small Group Activity</i></p> <ul style="list-style-type: none"> a. Teacher divides class into groups of 2- 4 				
<ul style="list-style-type: none"> b. Teacher distributes to each student <i>Ways to Participate in Government</i> handout 				
<ul style="list-style-type: none"> c. Teacher introduces six ways people can participate in government (e.g., vote, stay informed on issues / candidates, communicate with representatives, volunteer to work for a representative / candidate, reflect on how current representatives are doing, run for office) 				
<ul style="list-style-type: none"> d. Teacher prompts students to: <ul style="list-style-type: none"> • place a check or “x” on their <i>Ways to Participate in Government</i> handout next to two ways they feel they are able to (or might like to) participate in government • share with other members of their group why they selected the options they selected • (optional) brainstorm action steps to pursue the options they selected 				
<ul style="list-style-type: none"> e. Teacher solicits one member from each group to share highlights of their small group discussion with the large group 				
<p>4. Independent Practice</p> <p><i>Exit Ticket</i></p> <ul style="list-style-type: none"> a. Teacher distributes to each student an index card (i.e., “exit ticket”) that prompts students to identify one issue that impacts their school community that they feel the school student government representatives should consider addressing 				

The curricular element is implemented as described in the Curriculum	(Y=Yes; N=No; S/M=Supplemented or Modified)			
	Y	N	S/M	Notes
<i>Gold Star Challenge</i> b. Teacher encourages students to deliver a letter or email to one of their student government representatives expressing their feelings and concerns about the issue they identified in their exit ticket and a proposed action the student government should consider taking in response				

Number of sessions required for lesson implementation:

Total time required for lesson implementation:

Additional Tips, Strategies, or Considerations for this lesson plan:



APPENDIX

MCIE Self-Advocacy Curriculum

Teacher Survey: Curriculum Quality/Usefulness/Relevance and Teacher Use

Name:

Date:

District:

School:

Please check off one of the following:

Pre-Training Survey

Post-Training Survey

The term self-advocacy means persons with disabilities taking charge of their personal lives. It is a movement where people with disabilities discover the different stages of self-advocacy, are empowered to speak on their own behalf, and support others in their own self-advocacy. This means that they learn and begin:

1. **Standing Up For Yourself** - find their voice and start to use it.
2. **Standing Up For A Friend** - start advocating for others.
3. **Standing Together As A Group** – have a stronger voice when they work and speak up together.

--The National Autism Resource and Information Center and the Autistic Self-Advocacy Network
http://autisticadvocacy.org/wp-content/uploads/2015/02/CurriculumForSelfAdvocates_r7.pdf

Teachers who are providing instruction and supporting their students with disabilities to become self-advocates will need knowledge and skills in delivering self-advocacy instruction and learning activities to help students to use their own voice as a self-advocate.

On the following pages, you will rate the overall quality, usefulness and relevance of the self-advocacy curriculum, your feedback on any training that you have received, and your overall knowledge and confidence in teaching the curriculum.

The MCIE Self-Advocacy Curriculum RATING SCALE

Please rate your agreement with the following by putting an X into the column that represents your opinion.

		1 = Strongly Disagree	2= Disagree	3=Neutral	4=Agree	5= Strongly Agree
Quality	1. Substance: The MCIE Self-Advocacy Curriculum is high quality and grounded in evidence and accepted professional practice					
	2. Communication: The MCIE Self-Advocacy Curriculum is understandable, well-organized, and appropriately formatted					
Usefulness	3. Need : The content of MCIE’s Self-Advocacy Curriculum is important for your students					
	4. Pertinence: The MCIE Self-Advocacy Curriculum is related to your students’ success					
	5. Reach: The MCIE Self-Advocacy Curriculum is applicable to diverse groups of students with disabilities					
Relevance	6. Ease: The MCIE Self-Advocacy Curriculum is easy to understand, with clear directions					
	7. Likelihood of Use: Your students are more likely to be self-advocates as a result of The MCIE Self-Advocacy Curriculum					
	8. Replicability: Your students are more likely to be self-advocates in a variety of settings (school, home, community, work) as a result of The MCIE Self-Advocacy Curriculum					
Training/Delivery	9. Adaptability: The information in the training sessions allowed you to understand how to implement and adapt it to your students					
	10. Understandable: The training sessions were organized and provided understandable information					
	11. Applicable: The training sessions for The MCIE Self-Advocacy Curriculum considered application to your current situation					

The MCIE Knowledge/Confidence RATING SCALE

Please rate your knowledge about Self-Advocacy skills and your Confidence in teaching Self-Advocacy Skills

Self-Advocacy Skills	Knowledge				Confidence			
	I have NO knowledge.	I have SOME knowledge.	I have MORE THAN AVERAGE knowledge.	I have SSUBSTANTIAL knowledge.	I am NOT confident in my ability to teach this skill.	I am SOMEWHAT confident in my ability to teach this skill.	I am confident MORE THAN MOST in my ability to teach this skill.	I am VERY CONFIDENT in my ability to teach this skill.
	0	1	2	3	0	1	2	3
1. Self-Advocacy definition and components								
2. Identify personal strengths								
3. Identify personal challenges								
4. Understand the interaction between the environment and disability								
5. Know legal rights								
6. Effectively communicate ideas								
7. Know how to find resources (people or things) for assistance								
8. Use a sequenced process for making decisions								
9. Use a sequenced problem-solving process for obstacles in life								
10. Develop short-term and long-term personal goals								
11. Know what it means to advocate for others in my community								
12. Participate in public advocacy								

*adapted from the Knowledge, Confidence, and Use Survey by Kathleen Lane in the Comprehensive, Integrated, Three-Tiered (CI3T) Model for Prevention: <http://www.ci3t.org/measures#kcu>.

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