



Regional Roundtable
November 20, 2009



PEPNet

Advancing educational
opportunities for people who are
deaf or hard of hearing

PEPNet

Advancing educational opportunities for people who are:

- **Deaf or hard of hearing**
- **Deaf or hard of hearing, and with co-occurring disabilities**

Regional Centers

PEPNet, a national collaborative network of four regional centers



PEPNet's Mission

**To improve educational outcomes,
PEPNet partners with:**

- Educators
- Service Providers
- Parents

PEPNet is sponsored by:

**The U.S. Department of Education,
and Office of Special Education Programs.**



Advocacy Skills for Deaf and Hard of Hearing Students

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Objectives for today!

- Identify each person's role in the advocacy process
- Discovering the “what”, “where” and “how” of advocacy skills
- Leave today with ideas and strategies for encouraging students to self-advocate at university, school, program, home, etc

Self-Advocacy!

“The realization of strengths and weaknesses, the ability to formulate personal goals, being assertive, and making decisions.” (Martin, J., et al., 1993)

Student's role in self-advocacy?

- Describe his/her own skills and needs,
- Set his/her own goals and create a plan to reach them
- Know the how, who, and when to ask for assistance
- Make decisions and then take the responsibility to deal with the consequences of those decisions.
- Develop problem solving habits
- Resolving issues of identity and values
- Has a realistic view of self
- Achieving emotional independence from parents and other adults

Self-Advocacy skills/responsibilities

- Cultivate problem solving habits
- Achieve a reliable basis for making informed choices
- Resolving issues of identity and values
- Has a realistic view of self
- Achieving emotional independence from parents and other adults
- Stress-management skills

What are the issues of self-advocacy?

- ✓ Participation feedback
- ✓ Write on flipchart
- ✓ Discussion/ideas?
- ✓ Answers?

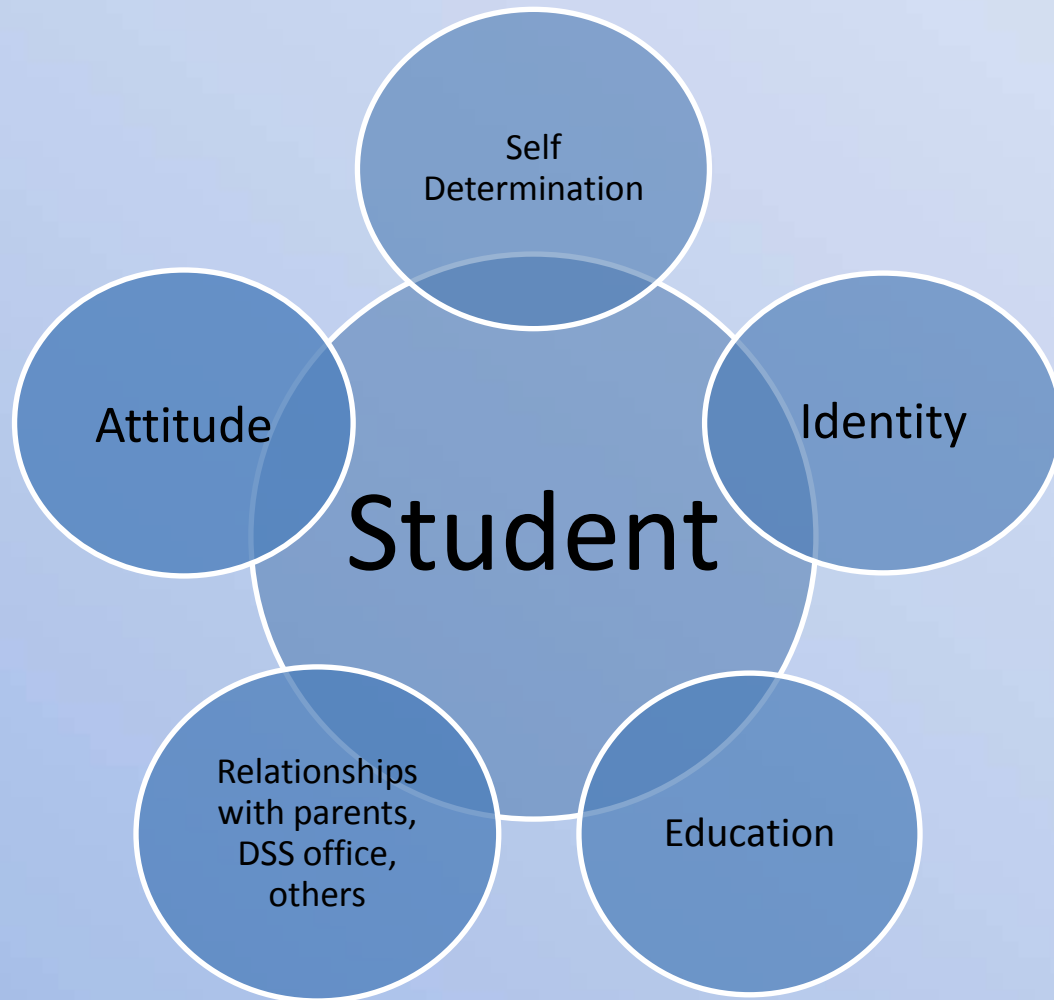
Self Advocacy skills....

- Setting and achieving transition goals
- Student-led IEP Meetings
- Student monitoring of yearly goals & objectives
- Is aware of situations that require self-advocacy
- Knows how to go after what is wanted in life

Five areas to self-advocate in:

- ✓ Employment
- ✓ Post Secondary Training
- ✓ Home Living
- ✓ Recreation
- ✓ Community Participation

Five factors of self-advocacy



Empowering self-advocacy skills



How to instill Self-Advocacy skills in students?

Discussion

- When?
- Who?
- How?
- Where?
- Resources?

Standard 1: Student demonstrates the skills necessary to advocate and empower for themselves

Topic	Kindergarten	Grade 1,2,3	Grade 4, 5	Grade 6,7,8
Self-Awareness	Identifies of Characteristics of self	States positive traits and skills about self	Identifies simple personal goals (academic, social and career)	Identifies personal strengths and skills needed for family, school, and community success.

<http://clerccenter.gallaudet.edu/Transition/TSG.html>

Standard 1: Student demonstrates the skills necessary to advocate and empower for themselves

Topic	Grade 9	Grade 10	Grade 11	Grade 12
Continued	Links personal and academic skills to achieving personal, social, educational, and career goals	Develops and implements a plan to strengthen skills needed for future goals	Reflects on progress and updates plan to strengthen personal skills needed for future goals	Implements and updates on always evolving postsecondary plan.

<http://clerccenter.gallaudet.edu/Transition/TSG.html>

Self-Advocacy strategies for students

- Disclose hearing loss and communication needs
- Choose preferential seating
- Request use of visual information
- Develop responses to inappropriate comments
- Practice self-advocating: restaurant, bus, movie, etc.

Strategies for Parents/Role Models

- Parents are at the “front line” for children
- Learn about child’s hearing loss
- Accommodate the child in home setting (i.e. door bell/phone signaler, etc)
- Networking with other parents
- Keep everything (documents, IEPs, etc)
- Ask the child what is working and not working
- Always keep line of communication open

Deaf and Hard of Hearing Advocacy

- Understands personal hearing loss and can communicate or explain to others
- Can explain accommodation needs in the workplace or in a postsecondary setting
- Identifies community interpreting resources
- Knows how to request an interpreter when appropriate
- Understands rights/laws that apply to equal access through an interpreter
- Uses effective communication strategies in the community and workplace
- Knows how to access local and national resources for deaf and hard of hearing people

Resources

- ✓ PEPNet Transition Resources
<http://www.pepnet.org/itransition.asp>
- ✓ NAD's Info and FAQ's on Self-Advocacy
<http://www.nad.org/selfadvocacy>
- ✓ AHEAD's Program Standards for Disability Services in Higher Education www.ahead.org
- ✓ Transition Skills Guidelines
<http://clercenter.gallaudet.edu/Transition/TSG.html>
- ✓ Advocacy Skills for Hard of Hearing Students/others
www.sdsd.sdbor.edu
- ✓ Self-advocacy for Deaf and Hard of Hearing Students
www.handsandvoices.org
- ✓ Self-Advocacy (Activities)
www.postitt.org