

PEPNet

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



ADVOCACY

PEPNet – Midwest Regional Roundtable
Missouri State University - Springfield
August 7, 2009



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 your university/center/school/program/etc



I am a person first. I speak for myself.

The right to have my needs met.

My voice counts.

Making my own decisions.

We're stronger when we walk together.

You've got to fight for your rights.

My vote counts.

Self-advocacy is a civil rights movement.

We have the right to live in the community.

We can learn from our mistakes.

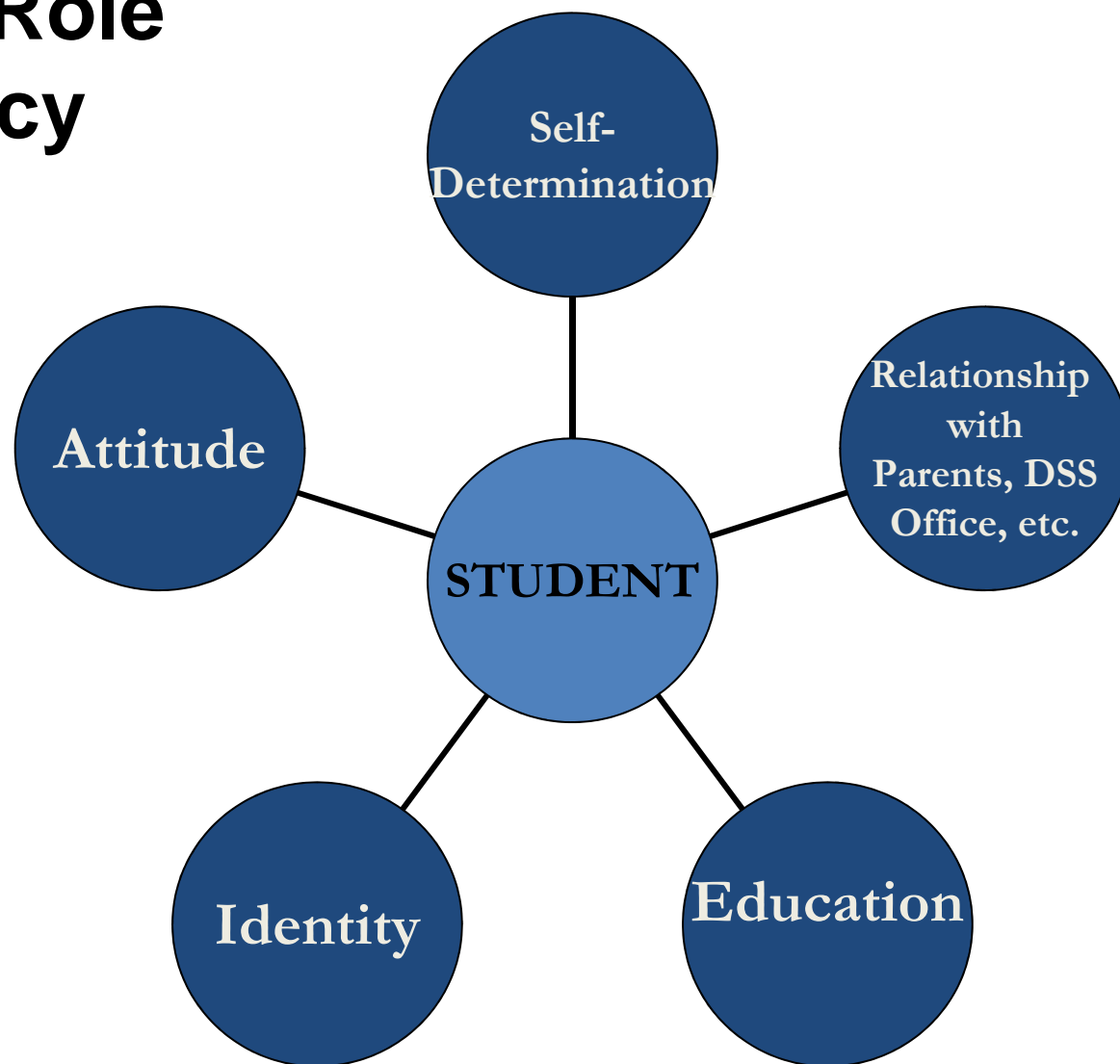
If you want to know what I think, ask me.

From: Declarations of Independence. First-person values of Self-Advocacy. DVD from Advocating Change Together – Tools for Change.

www.pepnet.org



The Student's Role in Self-Advocacy



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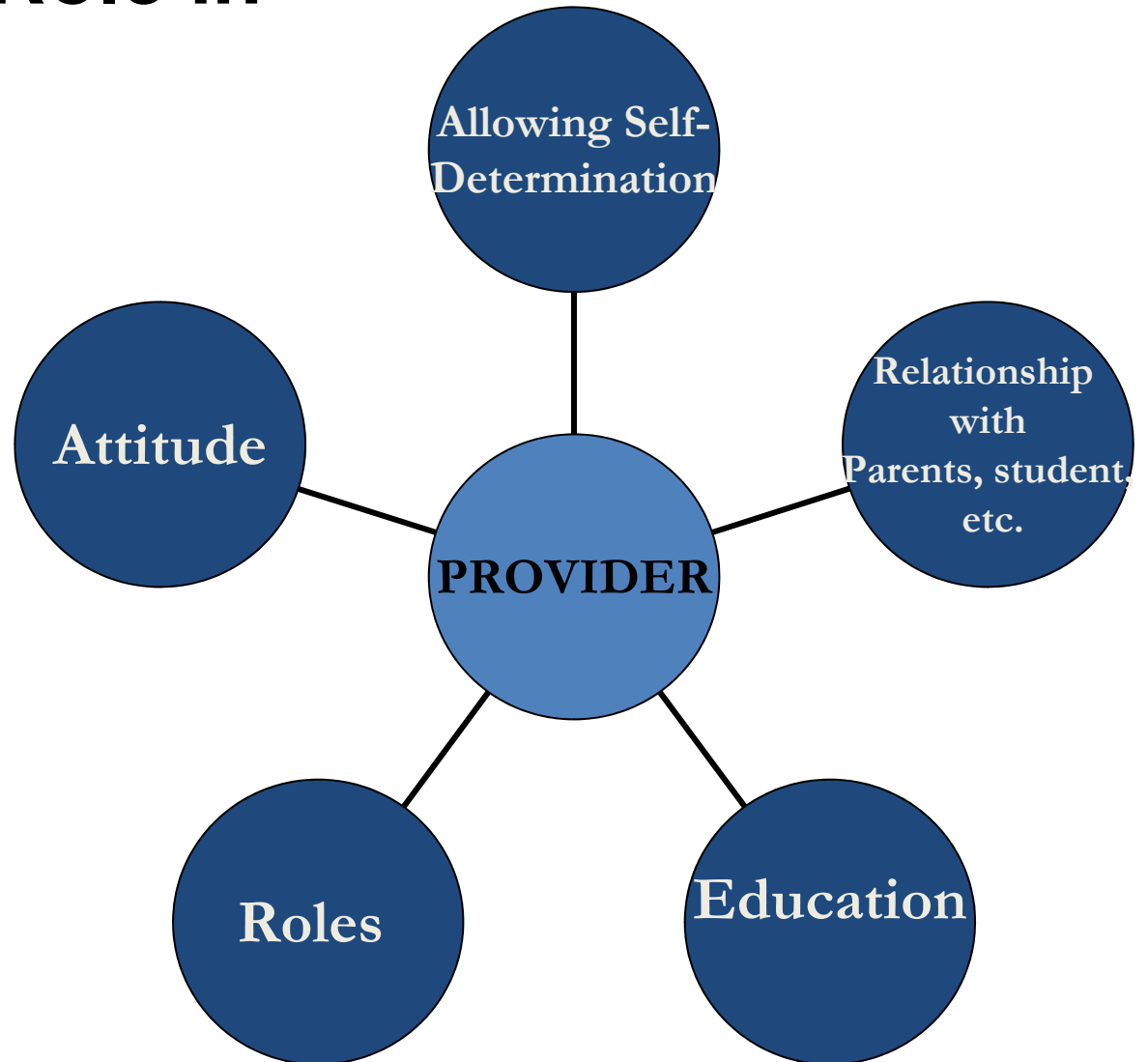


Discussion

- What are some of the issues preventing students from becoming self-advocates?



The Provider's Role in Fostering Self-Advocacy



**We're stronger
when we walk
together.**



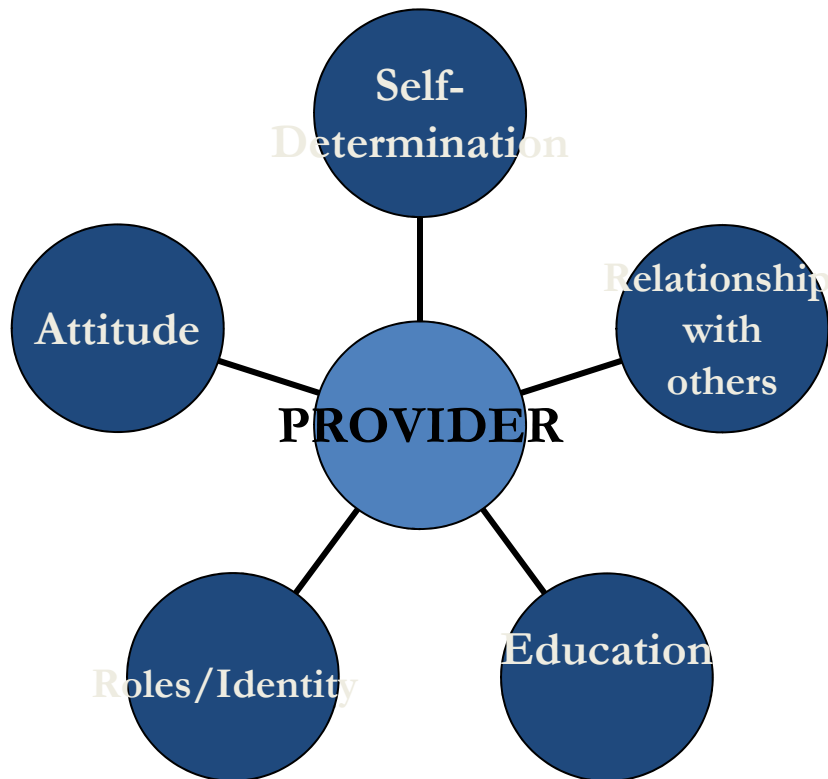
Discussion

- What are some of the issues that are preventing providers from allowing students in being self-advocates?



How do we address these issues?

What can STUDENTS do?



What can PROVIDERS do?

Identity/Role

Attitude

Self-Determination

Relationships with others

Education



Scenario 1

A parent accompanies her son/daughter to the first intake appointment. During the intake, you ask questions to assess the student's needs but the parent answers for the student. In fact, the parent shares a list of "demands". How can you set the stage to encourage self-advocacy?



Scenario 2

A student using interpreting services states that he/she can only work with two specific interpreters. When you investigate their credentials, you find out that only one of them has their RID NIC, and the other one is still an interpreter training program student. How will you address this student's wishes?



Scenario 3

You and the student's service providers notice the student's professor being uncooperative when it comes to accommodations and refusing to work with the student. The service provider has encouraged the student to make his/her needs known but the student doesn't want to. How would you handle this situation (as a service provider and/or accessibility office advisor)?



Resources

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

