PREPARING STUDENTS WITH DISABILITIES FOR CAREERS AND COLLEGE THROUGH AN EVOLUTION OF PRE-ETS ACTIVITIES

Part 2

1

PRE-ETS TAC MISSION:

- We support MT VRBS and school staff to provide quality pre-employment transition services to students with disabilities.

- We facilitate systems change by:

  - Researching and sharing innovative ideas,

  - Providing technical assistance, and

  - Helping forge collaborations focused on competitive integrated employment.

2

PRE-EMPLOYMENT TRANSITION SERVICES:

- Provide awareness, exploration, preparation and training

- For students (ages 14-21) with disabilities

- Competitive integrated employment is the preferred transition outcome
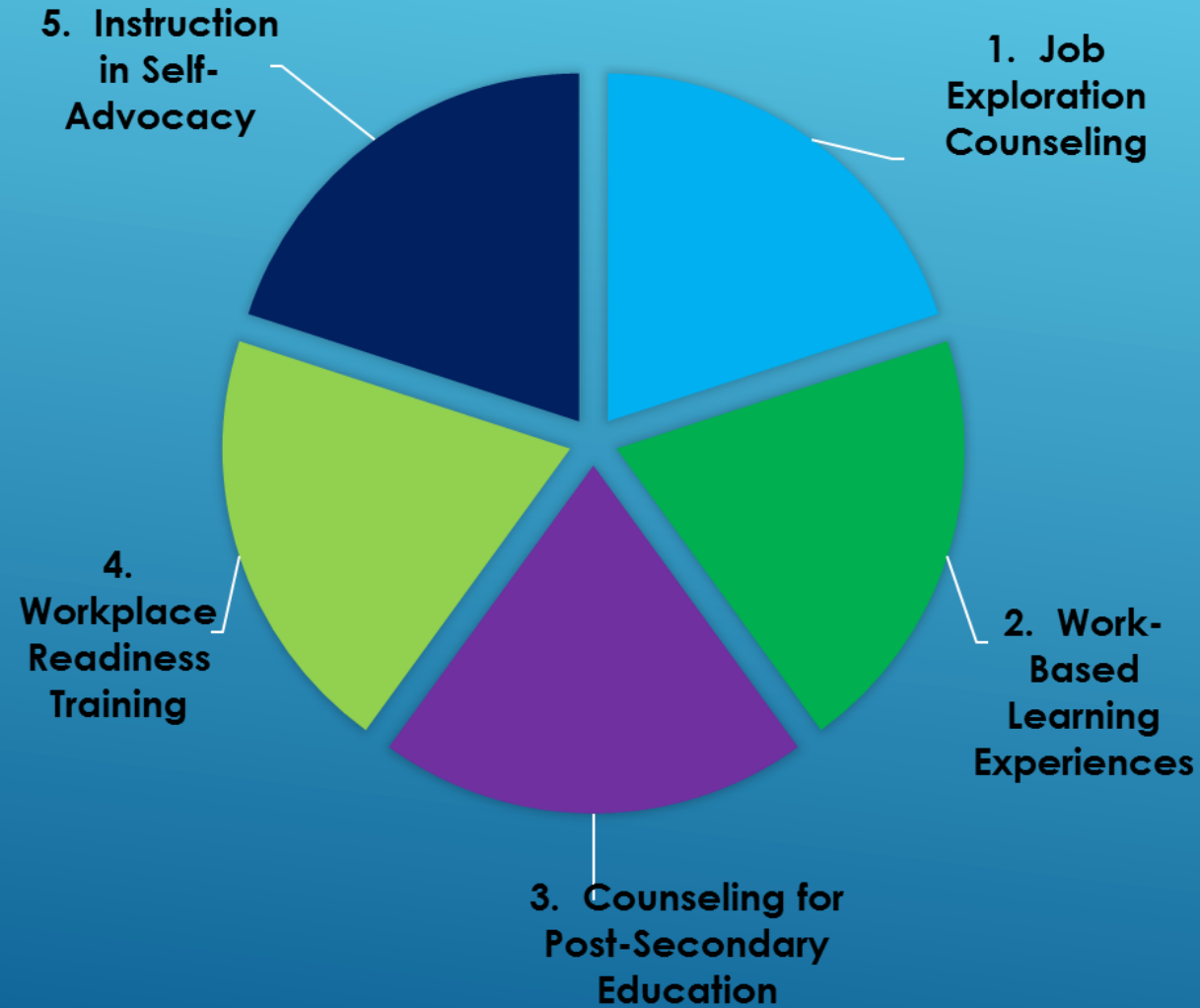
  - ACICIEID_Final_Report_9-8-16

CIE IS WORK PERFORMED ON A FULL- OR PART-TIME BASIS (INCLUDING SELF-EMPLOYMENT) FOR WHICH AN INDIVIDUAL:

▸ Is compensated not less than minimum wage and not less than what is paid by the employer to other employees for similar work (* a self-employed individual with a disability who is making less than minimum wage in the start-up phase of a business venture can still meet the definition of CIE);

▸ Is at a location where the employee interacts with other persons who do not have disabilities to the same extent of someone in a comparable position; and

▸ Has opportunities for advancement….

WIOA 2104

FIVE PRE-EMPLOYMENT TRANSITION SERVICES CATEGORIES

5. Instruction in Self-Advocacy

1. Job Exploration Counseling

2. Work-Based Learning Experiences

3. Counseling for Post-Secondary Education

4. Workplace Readiness Training

COUNSELING ON OPPORTUNITIES FOR ENROLLMENT IN COMPREHENSIVE TRANSITION OR POST-SECONDARY EDUCATIONAL PROGRAMS

Melissa Dadmun

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Counseling for Post-Secondary Education Progression

Post-Secondary Awareness

Learning ABOUT options
Build awareness of the variety of options and the role of post-secondary education and training.

Sample Student Outcome
Student can articulate the type of post-secondary education and training options available:
- Degree, non-degree, diploma or certificate program at a community college, college, university, or vocational/trade school

Experiences might include:
- Invite guest speakers in order to learn about college and trade experiences from people with and without disabilities
- Develop awareness of online post-secondary program options
- Learn about career fields and pathways through Montana Career Information Systems (MCIS)
- Discuss importance of networks of support, independent living options, and community participation
- Participate in college fairs & trades rodeo
- Add relevant info to transition binders (i.e. DSS at Montana post-secondary institutions, FAFSA website info, list of AT the students finds helpful in the school environment, etc.)
- Invite VRBS to present information about the VRBS program and post-secondary supports

Post-Secondary Exploration

Learning ABOUT programs
Explore post-secondary programs to determine best fit in meeting transition goals.

Sample Student Outcome
Student can provide a list of programs of interest and identify steps needed to meet transition needs and goals.

Experiences might include:
- "Exploration" course to learn about academic and career interests, including dual enrollment opportunities
- Explore on-the-job training and apprenticeship opportunities
- Virtual or onsite program tours- explore campus size, location, majors or degrees, student clubs, diversity of student body, living options, and availability of financial aid or scholarships
- Visit Job Corps Center and Adult Learning Programs to learn about workforce training and certificate programs
- Assess program requirements, costs, timelines, and disability-related supports and services
- Interview/mentor with current student or trades worker with disabilities
- Create lessons with Montana Colleges Interactive Guidebook

Post-Secondary Preparation

Learning THROUGH experiences
Apply learning through practical experiences that develop knowledge and skills necessary for success in post-secondary education.

Sample Student Outcome
Student takes a lead role in post-secondary transition planning and preparation.

Experiences might include:
- Work-based learning experiences to help determine program of study
- Participate in "Movin' On in Montana" or "College in a Day"
- Practice and preparation for PSAT/PLAN
- Create application management system for deadlines, support materials, and timeline (MCIS)
- Establish eligibility for VR services
- Learn how to research financial aid-FAFSA, Pell grants, scholarships and work study
- Enroll in dual enrollment or preparation courses to develop strong study skills and learning strategies
- Collect examples of college application paperwork and discuss needed requirements with students

Post-Secondary Training

Learning FOR success
Practice skills necessary for post-secondary education success

Sample Student Outcome
Student demonstrates knowledge and skills needed to successfully enter and complete post-secondary program.

Experiences might include:
- Educate students on differences between special education services in high school and disability student services on campus
- Collaborate with math teachers and college staff to offer lessons on financial planning and budgeting
- Instruction in expanded core curriculum: communication, social skills, organization, self-regulation, self-determination and independent living
- Training in the area of reasonable accommodations and alternative formatting of course material
- Access and training in assistive technology supports
- Student led plans for Achieving a Better Life Experience (ABLE) and Plan to Achieve Self-Support (PASS)

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Post-Secondary Awareness:

Learning ABOUT Options

- Builds awareness of post-secondary education and training options

➤ AWARENESS
  ▪ What types of programs are available
  ▪ Exposure to different programs
  ▪ Learn more about post-secondary opportunities and raise expectations for students with disabilities

➤ Ideally designed for students to learn more about post-secondary options and enhance expectations

Post-Secondary Awareness

Learning ABOUT options

Build awareness of the variety of options and the role of post-secondary education and training.

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- Invite VRBS to present information about the VRBS program and post-secondary supports

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Post-Secondary Awareness:

Learning ABOUT Options

RESOURCES:
- Guest speakers
- Learn about career fields and pathways through online tools (MCIS, O-net Online, Montana Job Service)
- College fairs and trades rodeos
- Transition binders

OUTCOME EXAMPLE:
- Student can articulate the type of post-secondary education and training options available.

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Post-Secondary Awareness:

Learning ABOUT Options

Post-Secondary Awareness

Learning ABOUT options

Build awareness of the variety of options and the role of post-secondary education and training.

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- Invite VRBS to present information about the VRBS program and post-secondary supports

- **Considerations for Students with a More Significant Impact of Disability**

  - Introduce post-secondary education opportunities available and different options for enrollment
    - Comprehensive Transition Program
    - Transition and Post-secondary Programs for Students with Intellectual Disabilities (TPSIDs)
  - Provide financial aid information
    - Higher Education Opportunity Act (2008)
  - Use the process of Discovery to expand meaningful activities for reaching post-secondary education goals

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Learning ABOUT programs

Explore post-secondary programs to determine best fit in meeting transition goals.

Sample Student Outcome

Student can provide a list of programs of interest and identify steps needed to meet transition needs and goals.

Experiences might include:

- "Exploration" course to learn about academic and career interests, including dual enrollment opportunities
- Explore on-the-job training and apprenticeship opportunities
- Virtual or onsite program tours- explore campus size, location, majors or degrees, student clubs, diversity of student body, living options, and availability of financial aid or scholarships
- Visit Job Corps Center and Adult Learning Programs to learn about workforce training and certificate programs
- Assess program requirements, costs, timelines, and disability-related supports and services
- Interview/mentor with current student or trades worker with disabilities
- Create lessons with Montana Colleges Interactive Guidebook

Post-Secondary Exploration:

Learning ABOUT Programs
        - Explore Post-Secondary Programs

➢ Helps build students' motivation

➢ Student should narrow down programs of interest and learn more to determine which one meets long-term goals

➢ Student-led planning, with student taking an active role in selecting programs, analyzing information, and identifying new interests or next steps

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Post-Secondary Exploration:

Learning ABOUT Programs

RESOURCES:
- Exploration course
- Virtual or on-site program tour
- Program requirements
- Interviews or mentorship opportunities

OUTCOME EXAMPLES:
- Student can create a list of post-secondary education programs that support goals and interests.
- Student can identify steps needed to meet post-secondary education goals.

Post-Secondary Exploration:

Learning ABOUT Programs
    - Explore Post-Secondary Programs

Considerations for Students with a More Significant Impact of Disability

➢ Based on what student has learned, narrow down programs of interest

➢ Participate in Post-Secondary Exploration and Preparation courses while in high school

➢ Use Process of Discovery to determine best fit for the student

➢ Take a program tour
    ➢ How accessible is the program?

Post-Secondary Preparation

Learning THROUGH experiences

Apply learning through practical experiences that develop knowledge and skills necessary for success in post-secondary education.

Sample Student Outcome

Student takes a lead role in post-secondary transition planning and preparation.

Experiences might include:

- Work-based learning experiences to help determine program of study
- Participate in "Movin' On in Montana" or "College in a Day"
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- Enroll in dual enrollment or preparation courses to develop strong study skills and learning strategies
- Collect examples of college application paperwork and discuss needed requirements with students

Post-Secondary Preparation:
Learning THROUGH Experiences
　　　- Applying learning through practical experiences

➢ Students receive hands-on experiences and individualized learning opportunities to develop knowledge and skills necessary for post-secondary success.

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Post-Secondary Preparation:

Learning THROUGH Experiences

PREPARATION OPTIONS:
- Work-based learning experiences
- Movin'on and College in a Day opportunities
- PSAT and PLAN
- Utilize an application management system
- Support financial aid preparation
- Dual enrollment and/or post-secondary prep courses
- Incorporate the application process

OUTCOME EXAMPLES:
- Student can take a lead role in post-secondary education planning and preparation.

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Post-Secondary Preparation:

Learning THROUGH Experiences
        - Applying learning through practical experiences

Considerations for Students with a More Significant Impact of Disability

➢ Build foundation of knowledge and skills
  ➢ Clarify the student's ideal conditions necessary to succeed in post-secondary education
  ➢ Clarify student's need for accommodations

➢ Prepare for admission

➢ Look at additional avenues for funding

➢ Continue Discovery process and provision of comprehensive Pre-ETS services

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Post-Secondary Preparation

Learning THROUGH experiences
Apply learning through practical experiences that develop knowledge and skills necessary for success in post-secondary education.

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Post-Secondary Training

Learning FOR success
Practice skills necessary for post-secondary education success

Sample Student Outcome
Student demonstrates knowledge and skills needed to successfully enter and complete post-secondary program.

Experiences might include:
- Educate students on differences between special education services in high school and disability student services on campus
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- Instruction in expanded core curriculum: communication, social skills, organization, self-regulation, self-determination and independent living
- Training in the area of reasonable accommodations and alternative formatting of course material
- Access and training in assistive technology supports
- Student led plans for Achieving a Better Life Experience (ABLE) and Plan to Achieve Self-Support (PASS)

Post-Secondary Training:

Learning FOR Success
   - Practice skills necessary for success in post-secondary education

➢ Students have opportunities to practice skills necessary for post-secondary education success.

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Post-Secondary Training:

Learning FOR Success

RESOURCES:
- Training in rights and responsibilities
- Courses in financial literacy and budgeting
- Instruction in expanded core curriculum
- Reasonable accommodations
- Access and training in Assistive Technology
- Achieving a Better Life Experience (ABLE) and Plan to Achieve Self-Support (PASS) plans

OUTCOME EXAMPLES:
- Student demonstrates knowledge and skills to successfully enter post-secondary education program.
- Student demonstrates knowledge and skills needed to successfully complete post-secondary program.

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Post-Secondary Training:
Learning FOR Success

Post-Secondary Training

Learning FOR success
Practice skills necessary for post-secondary education success

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- Access and training in assistive technology supports
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Considerations for Students with a More Significant Impact of Disability

➢ The importance of Assistive Technology

➢ Systematic instruction in expanded core curriculum

➢ Workplace skill development

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Items for Consideration through ALL Phases:

- Soft skills instruction: What does the student need to know for each environment he/she is in (how to be prepared, post-secondary setting/culture, etc.)?

- Are there assistive technology concerns that need to be addressed/taught?

- What are the learning objectives for each phase and how will that information be used?

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STUDENT POST-SECONDARY CASE STUDY: MEET JENNA

- Senior at a high school somewhere in Montana

- Enjoys spending time in the community, participating in school activities, and being social

- Jenna has an intellectual disability and is enrolled in academic courses with peers, with additional supports and assistive technology

- Interested in pursuing Job Corps after high school and pursuing a career in the health field

- With her IEP team (including herself, school staff, parents, VR counselor, independent living center staff, and employment specialist) mapped out steps necessary to reach long-term goal

- Jenna started Job Corps after high school with the right supports in place

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Post-Secondary Resources

Montana Career Information Systems
Montana College Interactive Guidebook
Making My Way through College Guidebook
The 411 on Disability Disclosure: Workbook for Youth with Disabilities
Think College!
College & Career Readiness & Success Center
National Collaborative on Workforce and Disability
National Network: Information, Guidance, and training on ADA
Financial Aid for Higher Education
Consumer Financial Protection Bureau, Student Financial Aid Guides
360 degrees of Financial Literacy
Smart About Money Curriculum
Active Minds: Changing the conversation about mental health
Workforce Recruitment Program
Online Campus Tours
Career Stories from the National Deaf Center
College Bound: A Guide for Students with Visual Impairments, 2nd Ed.

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Post-Secondary Resources

Movin' On in Montana: July 11-14, 2017
http://www.umt.edu/dss/Transition/

Movin' On in Montana at MSU-B: June 20-23, 2017
http://msubillings.edu/montanacenter/movin-on.htm

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QUESTIONS?

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INSTRUCTION IN SELF-ADVOCACY

- Theresa Baldry

- Isaac Baldry

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Evaluate → Teach

Model

Practice

Role Play
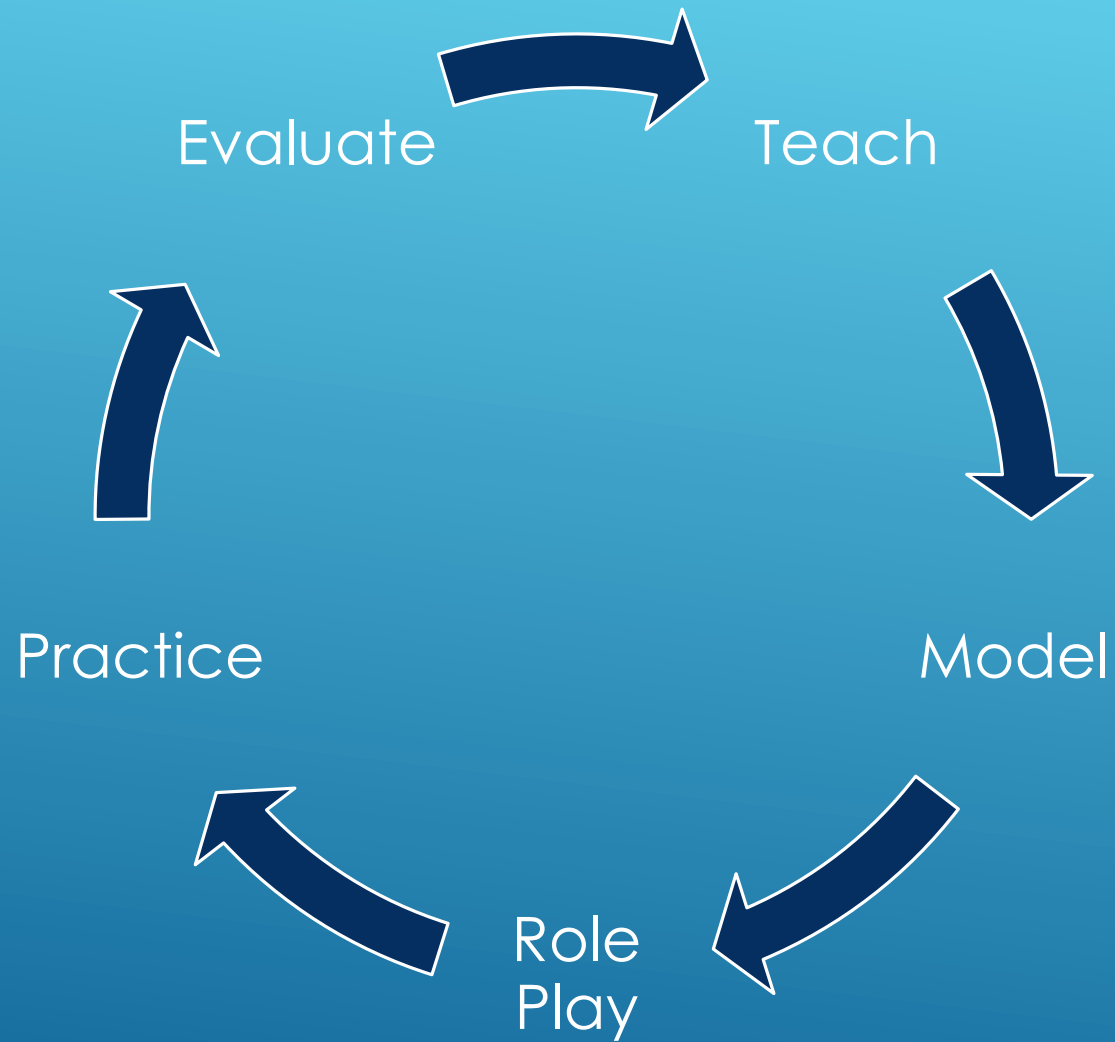
IS WHAT WE ARE TEACHING EFFECTIVE? USEFUL? USED?

ONE WAY
ANOTHER WAY

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SELF ADVOCACY

SELF-DETERMINATION

▶ SELF-ADVOCACY IS LEARNING HOW TO SPEAK UP FOR YOURSELF, MAKING YOUR OWN DECISIONS ABOUT YOUR OWN LIFE, LEARNING HOW TO GET INFORMATION SO THAT YOU CAN UNDERSTAND THINGS THAT ARE OF INTEREST TO YOU, FINDING OUT WHO WILL SUPPORT YOU IN YOUR JOURNEY, KNOWING YOUR RIGHTS AND RESPONSIBILITIES, PROBLEM SOLVING, LISTENING AND LEARNING, REACHING OUT TO OTHERS WHEN YOU NEED HELP AND FRIENDSHIP, AND LEARNING ABOUT SELF-DETERMINATION.

wrightslaw.com

▶ SELF-DETERMINATION IS BELIEVING YOU CAN CONTROL YOUR OWN DESTINY. SELF-DETERMINATION IS A COMBINATION OF ATTITUDES AND ABILITIES THAT LEAD PEOPLE TO SET GOALS FOR THEMSELVES, AND TO TAKE THE INITIATIVE TO REACH THESE GOALS. IT MEANS MAKING YOUR OWN CHOICES, LEARNING TO EFFECTIVELY SOLVE PROBLEMS, AND TAKING CONTROL AND RESPONSIBILITY FOR ONE'S LIFE.

pacer.org

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SELF-ADVOCACY SKILLS INCLUDE:

- Self-awareness
- Disability understanding
- Disability disclosure
- Decision making
- Goal setting
- Evaluate options
- Identify independence
- Know accommodations
- Request & utilize accommodations
- Know your rights & responsibilities

- Self-determination
- Know how to request & accept help
- Intrinsic motivation
- Taking a leadership role in support plans
- Assertiveness
- Listen to others' opinions
- Problem solving
- Monitor progress
- Positive self-talk

http://www.wintac.org/topic-areas/pre-employment-transition-services/overview/instruction-self-advocacy

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Instruction in Self-Advocacy Progression

Self-Advocacy Awareness

Self-Advocacy Exploration

Self-Advocacy Preparation

Self-Advocacy Training

Learning ABOUT oneself

Build self-awareness, including interests, skills, accommodations, impact of disability, and goals. Ensure student can express needs and wants, and recognizes they have choices.

Sample Student Outcome
Student is aware of their disability, how it impacts them and why they have accommodations.

Experiences might include:
- Present to IEP team about interests and goals
- Discovery/Self-Discovery
- Career interest inventories
- Class on identifying support needs
- Teacher teaches and models vocabulary to assist in describing individual strengths and needs
- Create portfolio to capture interests, skills, supports utilized, etc.
- Connect with mentors with disabilities who can share information about accommodations
- Role play describing the impact of disability to Disability Services for Students

Learning ABOUT self-advocacy

Explore rights, responsibilities, and how to request accommodations or services and supports. Learn what self-advocacy means and why it is essential to a successful transition into adulthood.

Sample Student Outcome
Student can request accommodations they will need for use in education and/or employment.

Experiences might include:
- Develop a description of self/disability and accommodations/modifications. Share with teachers.
- Recent graduates speak to students about their self-advocacy experiences
- Class addressing disability disclosure
- School-wide Americans with Disabilities Act training, Disability History Day
- Complete the Self-Advocacy Checklist or AIR Self-Determination Form
- Explore the Job Accommodation Network website to learn about workplace accommodations
- Review the Montana Council on Developmental Disabilities Self-Determination Toolkit
- Self-advocacy workshop facilitated by the local Independent Living Center

Learning THROUGH advocacy

Apply learning through practical experiences. Activities will have consequences and value beyond the classroom and may be applicable to both education and employment.

Sample Student Outcome
Student has self-developed goals and knows how to take the first step to achieving those goals.

Experiences might include:
- Assist with developing IEP goals; invite supportive participants to IEP meeting
- Practice disclosure in various settings
- Set one or two relevant personal self-advocacy goals for the school year
- Practice discussing individual strengths and leadership skills
- Plan and attend visits with local VR counselors and/or college-based staff to research opportunities for post-secondary employment and education
- Use a visual resume to share "best self", disclose disability, explain AT needs, and ask for accommodations
- Explore Supported Decision Making and alternatives to guardianship
- Opportunities for making and carrying out plans based upon choices

Learning FOR success

Train for self-advocacy skill demonstration across a variety of settings and in multiple situations, including but not limited to post-secondary education and employment.

Sample Student Outcome
Student demonstrates the skills to communicate their goals, support needs, interests, skills and abilities.

Experiences might include:
- Lead own IEP meeting(s)
- Participate in Montana Youth Leadership Forum or MYLF-Mini
- Attend Youth Track workshops at the Transition Conference
- Evaluate self-advocacy for effectiveness and improve strategies
- Present portfolio to an employer
- Prepare a list of needed accommodations to discuss with Disability Services for Students
- Present to the Student Council or even a Legislative Committee about Disability History and Civil Rights
- Participate in an advocacy group (KASA, People First, Youth M.O.V.E., etc.)

Self-Advocacy Awareness:

Learning ABOUT Oneself
- Build self-awareness

➢ AWARENESS
  ▪ Dream
  ▪ Communication
  ▪ Choice

➢ Ideally designed to
  ➢ Build a vision of who the youth is and what they want their life to look like after high school
  ➢ Create a personal understanding of one's disability along with individual assets

Self-Advocacy Awareness

Learning ABOUT oneself

Build self-awareness, including interests, skills, accommodations, impact of disability, and goals. Ensure student can express needs and wants, and recognizes they have choices.

Sample Student Outcome
Student is aware of their disability, how it impacts them and why they have accommodations.

Experiences might include:
- Present to IEP team about interests and goals
- Discovery/Self-Discovery
- Career interest inventories
- Class on identifying support needs
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- Create portfolio to capture interests, skills, supports utilized, etc.
- Connect with mentors with disabilities who can share information about accommodations
- Role play describing the impact of disability to Disability Services for Students

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Self-Advocacy Awareness:

Learning ABOUT Oneself

RESOURCES:
Self-Advocacy Checklist
http://uadvocate4u.weebly.com/uploads/1/5/0/5/15053144/selfadvocacy_assessment.doc
CanLearn Society Self-Advocacy Overview and Checklists:
https://canlearnsociety.ca/wp-content/uploads/2013/03/LC_Self-Advocacy_N2.pdf
Me! Scale
http://idahotc.com/Portals/29/Docs/IDVR/DVR/2a.%20Unit%202%20DVR%20Lesson%20Me!%20Scale.pdf

OUTCOME EXAMPLES:
- Student can name their disability and what supports help them succeed
- Student voice is included in choice making
- Students can communicate needs, wants; ask for assistance

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Self-Advocacy Awareness:

Learning ABOUT Oneself

Self-Advocacy Awareness

Learning ABOUT oneself

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- Role play describing the impact of disability to Disability Services for Students

- ▸ **Considerations for Students with a More Significant Impact of Disability**
  - ▸ **Presume Competence**
  - ▸ **Preferences**
    - ▸ **http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-assessment---severe-disabilities/preference-indicators.html**
    - ▸ **Discovery to help student learn more about him/herself http://ruralinstitute.umt.edu/transition/Discovery.asp**

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Self-Advocacy Exploration:

Learning ABOUT Self-Advocacy

- Explore rights, responsibilities, and how to request accommodations and services or supports. Learn what self-advocacy means and why it is essential to a successful transition into adulthood.

Self-Advocacy Exploration

Learning ABOUT self-advocacy

Explore rights, responsibilities, and how to request accommodations or services and supports. Learn what self-advocacy means and why it is essential to a successful transition into adulthood.

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- Recent graduates speak to students about their self-advocacy experiences
- Class addressing disability disclosure
- School-wide Americans with Disabilities Act training, Disability History Day
- Complete the Self-Advocacy Checklist or AIR Self-Determination Form
- Explore the Job Accommodation Network website to learn about workplace accommodations
- Review the Montana Council on Developmental Disabilities Self-Determination Toolkit
- Self-advocacy workshop facilitated by the local Independent Living Center

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Self-Advocacy Exploration:

Learning ABOUT Self-Advocacy

RESOURCES:
- Independent Living Centers
  - BALLS Curriculum
  - Disability History
- Living or Working Well with a Disability
  - Rural Institute: http://livingandworkingwell.ruralinstitute.umt.edu/
- Job Accommodation Network
  - https://askjan.org/

OUTCOME EXAMPLES:
- Based upon student knowledge of their disability, student is able to identify supports (accommodations and best environments).
- Student has the language to effectively communicate with teachers or employers.

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Self-Advocacy Exploration

Learning ABOUT self-advocacy

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Self-Advocacy Exploration:

Learning ABOUT Self-Advocacy
- Explore rights, responsibilities and how to request accommodations or services and supports

Considerations for Students with a More Significant Impact of Disability

➢ Visual representation of self and needs for success
➢ Attend council, board or advisory group meeting to see self-advocacy in action
➢ Promoting Self-Determination Among Students With Disabilities: A Guide for Tennessee Educators
  ➢ http://vkc.mc.vanderbilt.edu/RTI2B/wp-content/uploads/2013/09/self-determinationbrief-vs2.pdf

Self-Advocacy Preparation:

Learning THROUGH advocacy
    - Applying learning through practical experiences

➢ Personal goal setting, evaluate options, decision making

➢ Practicing skills in environments for life after high school

➢ Presenting about self to VR and other organizations that will assist in Transition

Self-Advocacy Preparation

Learning THROUGH advocacy

Apply learning through practical experiences. Activities will have consequences and value beyond the classroom and may be applicable to both education and employment.

Sample Student Outcome

Student has self-developed goals and knows how to take the first step to achieving those goals.

Experiences might include:

- Assist with developing IEP goals; invite supportive participants to IEP meeting
- Practice disclosure in various settings
- Set one or two relevant personal self-advocacy goals for the school year
- Practice discussing individual strengths and leadership skills
- Plan and attend visits with local VR counselors and/or college-based staff to research opportunities for post-secondary employment and education
- Use a visual resume to share "best self", disclose disability, explain AT needs, and ask for accommodations
- Explore Supported Decision Making and alternatives to guardianship
- Opportunities for making and carrying out plans based upon choices

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Self-Advocacy Preparation:

Learning THROUGH Advocacy

PREPARATION OPTIONS:

- Mentoring
- Related instruction to support self-advocacy success:
    1. Financial literacy
    2. Disability Disclosure: The 411 on Disability Disclosure: A Workbook
                                            for Youth with Disabilities
    3. Supported Decision Making and Alternatives to Guardianship

OUTCOME EXAMPLES:
- Student is able to set goals, understand and complete steps toward successful completion.
- Student has a network of people to support their success and is able to communicate with them for planning and problem solving.

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Self-Advocacy Preparation:

Learning THROUGH Advocacy
   - Applying learning through practical experiences

Considerations for Students with a More Significant Impact of Disability

➢ As we have learned about the student's interests and talents, what supports have been put into place to assist with their sharing or communicating choices? Now offer opportunities for the student to practice making and communicating their choices.

Self-Advocacy Preparation

Learning THROUGH advocacy

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- Assist with developing IEP goals; invite supportive participants to IEP meeting
- Practice disclosure in various settings
- Set one or two relevant personal self-advocacy goals for the school year
- Practice discussing individual strengths and leadership skills
- Plan and attend visits with local VR counselors and/or college-based staff to research opportunities for post-secondary employment and education
- Use a visual resume to share "best self", disclose disability, explain AT needs, and ask for accommodations
- Explore Supported Decision Making and alternatives to guardianship
- Opportunities for making and carrying out plans based upon choices

Self-Advocacy Training:

Learning FOR successful self-advocacy
          - Train for self-advocacy across a variety of settings and in multiple situations, including but not limited to post-secondary education and employment.

Self-Advocacy Training

Learning FOR success

Train for self-advocacy skill demonstration across a variety of settings and in multiple situations, including but not limited to post-secondary education and employment.

Sample Student Outcome

Student demonstrates the skills to communicate their goals, support needs, interests, skills and abilities.

Experiences might include:

- Lead own IEP meeting(s)
- Participate in Montana Youth Leadership Forum or MYLF-Mini
- Attend Youth Track workshops at the Transition Conference
- Evaluate self-advocacy for effectiveness and improve strategies
- Present portfolio to an employer
- Prepare a list of needed accommodations to discuss with Disability Services for Students
- Present to the Student Council or even a Legislative Committee about Disability History and Civil Rights
- Participate in an advocacy group (KASA, People First, Youth M.O.V.E., etc.)

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Self-Advocacy Training:

Train for self-advocacy across a variety of settings

RESOURCES:
- MYLF (Montana Youth Leadership Forum)
- KASA (Kids As Self-Advocates)
- ME! Lessons for Teaching Self-Awareness & Self-Advocacy

http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html

- Montana Youth Transitions Student-Led IEPs Resources and Forms

http://montanayouthtransitions.org/resources-for-teachers/
http://montanayouthtransitions.org/sample-forms-etc/

OUTCOME EXAMPLES:
- Student applies to and attends the Montana Youth Leadership Forum.
- Student applies to and attends a Movin' On in Montana experience.

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Self-Advocacy Training:
Learning FOR successful self-advocacy

Considerations for Students with a More Significant Impact of Disability

➤ Student has the opportunity to lead their own IEP meeting to the greatest extent possible

➤ Student uses their portfolio to introduce skills, contributions, and support needs to their new teachers, paraeducators, and/or VR counselor

➤ Ongoing Discovery and capturing what is learned about effective strategies for the student

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Self-Advocacy Training

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Self-Advocacy Resources

Self-Advocacy Checklist
http://uadvocate4u.weebly.com/uploads/1/5/0/5/15053144/selfadvocacy_assessment.doc

CanLearn Society Self-Advocacy Overview and Checklists:
https://canlearnsociety.ca/wp-content/uploads/2013/03/LC_Self-Advocacy_N2.pdf

Me! Scale
http://idahotc.com/Portals/29/Docs/IDVR/DVR/2a.%20Unit%202%20DVR%20Lesson%20Me!%20Scale.pdf

Transition Assessment and Goal Generator
https://tagg.ou.edu/tagg/

Montana Youth Transitions Student-Led IEPs Resources and Forms
http://montanayouthtransitions.org/resources-for-teachers/
http://montanayouthtransitions.org/sample-forms-etc/

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Self-Advocacy Resources

AIR Self-Determination Form
http://www.ou.edu/content/dam/Education/documents/miscellaneous/air-self-determination-scale-student-form.pdf

Transition Resources for Students with Significant Disabilities
http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-assessment---severe-disabilities/oti-presentations-and-handouts---significant-disabilities.html

ME! Lessons for Teaching Self-Awareness & Self-Advocacy
http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html

Getting Ready for When Your Teen Reaches the Age of Majority: A Parent's Guide
http://www.parentcenterhub.org/repository/age-of-majority-parentguide/#who

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QUESTIONS?

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Pre-ETS Webinar Archives: http://bit.ly/28XHbWU

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