

## A: What is Self-Advocacy?

### Self Advocacy is...

Objective: The student will define self-advocacy.

#### Procedure:

- Discuss with students what self-advocacy means to them.
- Write responses on the board/flip chart.
- Ask students think about examples of self-advocacy at home, at school, and at work.
- Begin the discussion by talking about how to self-advocate and share personal experiences. For example, discuss a time when the wrong food was served in a restaurant, or when there was a problem at work and somebody had to speak up to fix it.
- Have students give examples of times when they have advocated for themselves.
- Write their response on the board.
- Ask class and discuss why it is important to be a good self-advocate.

### *Self-Advocacy Journal*

Objective: To identify occasions when he or she has practiced self-advocacy in home, work, school, or community settings.

#### Procedure:

- Direct students to record personal experiences in their journals that describe times when they practice self-advocacy or record experiences in which they would have benefited from self advocating.
- Give the students a format for journal entries, for example:
  - Problem
  - How I self-advocated or How I should have self-advocated
  - Did self-advocacy work or How would it be different if I self-advocated

#### *Note:*

- *When reviewing student's self-advocacy journals, check that the incidents truly reflect self-advocacy.*
- *This activity can be used over an extended period of time.*

## **Rights and Responsibilities**

Objective: To define rights and responsibilities and be able to identify the difference between a right and a responsibility.

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### Procedure:

- Explain to the class that in order to be an effective self-advocate, you have to know what your rights are.
- Tell the class that sometimes people get confused about the difference between rights and responsibilities so we are going to spend some time talking about the difference between the two.
- Ask the class to explain the difference between the two terms.
- Write responses on the board and discuss.
- Explain to the class that you are going to play Rights OR Responsibilities Jeopardy using Handout A2

### *Additional Suggestions:*

- *Discuss what a privilege is and then add it as a topic for Jeopardy.*
- *Have the students brainstorm additional statements prior to playing.*

## Handout A2: Right OR Responsibility Jeopardy

Remember:

**Rights** are those things to which you are entitled.

**Responsibilities** are those things that you have an obligation to do and take care of and do.

**Directions:** Divide the class into two or three even numbered teams. One person from each team takes a turn. Teacher reads from the “answers” below as the students “buzz” with the correct question (either: What is a right? or What is a responsibility? Or What is neither?). Make sure to discuss each one after the answer has been given.

1. To be treated kindly
2. To be listened to
3. To be on time for school
4. To receive an education
5. To complete school assignments
6. To ask for help when you need it
7. To do chores at home
8. To talk to a lawyer if you are arrested
9. To talk to your parents about the choices you make
10. To defend a friend who is being picked on

**Answer Key for Rights OR Responsibilities Jeopardy**

1. To be treated kindly – *Neither a right or a responsibility*
2. To be listened to - *Right*
3. To be on time for school - *Responsibility*
4. To receive an education - *Right*
5. To complete school assignments - *Responsibility*
6. To ask for help when you need it – *Responsibility or neither*
7. To do chores at home – *Responsibility or neither (if not asked)*
8. To talk to a lawyer if you are arrested - *Right*
9. To talk to your parents about the choices you make – *Neither (unless you do something wrong in which case you could say it's a responsibility to talk to your parents about it.)*
10. To defend a friend who is being picked on – *Responsibility or neither (depends on your personal beliefs)*

## **B. Practicing Self-Advocacy**

### **Ariel Fails Her Test**

Objective:

- The student will identify the four basic steps to self-advocacy.
- The student will practice the four basic steps to self-advocacy.

Procedure:

- Read Scenario A: Ariel Fails Her Test to the students.
- Discuss the following questions:
  - Why did Ariel fail her test?
  - Why didn't Ariel want to talk to her Algebra teacher?
  - Is there anything you would have done differently than Ariel?
- Introduce the mnemonic DDCE (Define, Develop, Carry Out, Evaluate)
- Use the mnemonic to discuss what the problem was and how it can be fixed.

### **Sam Gets in Trouble with the Boss**

Objective:

- The student will identify the four basic steps to self-advocacy.
- The student will practice the four basic steps to self-advocacy.

Procedure:

- Read Scenario B3: Sam Gets in Trouble with the Boss.
- Discuss the following questions:
  - Did Sam do anything wrong?
  - How could Sam have handled the situation differently?
  - Should Sam say anything to Rosie?
  - What do you think Sam should do next?
- Introduce the mnemonic DDCE (Define, Develop, Carry Out, Evaluate)
- Use the mnemonic to discuss what the problem was and how it can be fixed.

### **Whose Life is it Anyway?**

Objective:

- The student will identify the four basic steps to self-advocacy.
- The student will practice the four basic steps to self-advocacy.

Procedure:

- Read Scenario B4: Whose Life is it Anyway.
  - Discuss the following questions:
    - Should Michael say something to his parents?
    - How could Michael have handled the situation differently?
    - What do you think Michael should do next?
  - Introduce the mnemonic DDCE (Define, Develop, Carry Out, Evaluate)
  - Use the mnemonic to discuss what the problem was and how it can be fixed.
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### **How Well do you Know Self-Advocacy?**

Objective:

- The student will identify examples of self-advocacy.

Procedure:

- Read the scenarios from Handout B5: How Well do you Know Self-Advocacy to the students.
- Have the students identify if the scenario is an example of self-advocacy or not and explain why.

## **HANDOUT B1: ARIEL FAILS HER TEST**

Ariel is a high school sophomore with a learning disability. She has difficulty understanding oral directions. In the past, some teachers have become impatient when she has asked for clarification on assignments. On Monday, her new algebra teacher announced that there would be a test on Wednesday and gave specifics about the material to be covered and the format of the test. Ariel did not want to get off to a bad start with her new teacher so, although she was not sure about what she should study, she decided it would be better not to ask the teacher to repeat what he had said. Ariel spent a lot of time studying what she thought would be on the test. Unfortunately, she was wrong and ended up failing the test.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## HANDOUT B2: FOUR BASIC STEPS TO SELF-ADVOCACY

### DDCE - Define, Develop, Carry Out, Evaluate

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1) Define the Situation

What is the problem?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2) Develop an Action Plan

The plan is...

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3) Carry Out the Action Plan

The student will ...

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4) Evaluate the Results

The student will know the plan worked because ...

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_



### **HANDOUT B3: SAM GETS IN TROUBLE WITH THE BOSS**

Sam's teacher helped him obtain a job at the local Ben and Jerry's, and Sam was excited. The store manager had already complimented him on how hard he was working. His parents were impressed with his independence and were beginning to treat him more like an adult. Best of all, he had money in his pocket to spend on whatever he liked. The only problem was Rosie, his shift leader. She wasn't the hardest worker in the world and so Sam often had to do more than his share of the work to pick up the slack. He didn't really mind, though, because he figured it would just make him look better to the manager.

One day Rosie told Sam that it was time to defrost the ice cream freezers, and then left on an errand, saying she would be right back. Sam looked in the notebook where store procedures were outlined, but couldn't find defrosting instructions. He thought of calling the manager, but knew that Rosie would get in trouble for leaving and would be angry with him. Finally, he decided he should just turn off the freezers and wait until Rosie got back to find out what to do next.

Rosie, as it turned out, was gone for several hours. By the time she returned, all the ice cream had melted and had to be thrown out. When the manager arrived, Rosie told him that Sam had not followed her instructions and had ruined all the ice cream. Sam did not know what to do. He felt terrible about the ice cream, but he felt even worse that he had lost the confidence of his manager.

## **HANDOUT B4: WHOSE LIFE IS IT ANYWAY?**

It was February of Michael's sophomore year, and he was trying to figure out what classes to sign up for as a junior. Michael didn't really have any problems in school. He was friendly and got along with all his teachers and with the other students. Reading was difficult for him, though, and he didn't enjoy studying. What Michael really liked was cars. A friend told him that he could sign up as a junior for a Career Academy course in either Auto Tech or Auto Collision. He talked to his counselor who arranged for him to visit the Academy and talk to the teacher.

When Michael came back from the visit, he was psyched! He couldn't believe that he could take Auto courses for two years, earn all sorts of industry certifications, and even do a paid internship at an actual auto shop while he was still in school. He told his counselor to send in his application right away.

Michael hurried home after school to tell his mother the good news. She did not, however, share his excitement. She told him that although working on cars would be fine as a hobby, she and his father expected Michael to go to college like his older brothers, and to get a job as a professional. She said that to get into college, he would have to focus on academics and so would not have time to take an auto class. She told him not to worry. She would call his counselor and straighten everything out.

Michael felt terrible. He loved his parents and didn't want to disappoint them, but this was hard. Just when he thought he had come up with a perfect plan, it was ruined.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## HANDOUT B5: HOW WELL DO YOU KNOW SELF-ADVOCACY?

In the spaces provided before each scenario, indicate with a Y for Yes if it is an example of self-advocacy or an N for No if it is not an example of self-advocacy.

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- \_\_\_\_\_ 1. Katie goes to the mall to meet up with friends.
- \_\_\_\_\_ 2. Juan tells his friend that he doesn't like him leaving trash in the locker they share.
- \_\_\_\_\_ 3. Tonya tells her mom that she would like to take ballet in the Spring.
- \_\_\_\_\_ 4. Teresa takes her mom to the store when her mom asked her to.
- \_\_\_\_\_ 5. Angie rescues a dog abandoned in a shopping center parking lot.
- \_\_\_\_\_ 6. Andrew asks his teacher to speak a little louder because he is having trouble hearing him from his assigned seat in the back row.
- \_\_\_\_\_ 7. Peter buys his girlfriend really expensive perfume.
- \_\_\_\_\_ 8. Heather asks a classmate to study with her for their exam so they can help each other.
- \_\_\_\_\_ 9. Trevor takes food to a homeless shelter at Christmas time every year.
- \_\_\_\_\_ 10. Ana signs up for a pottery class because she has always wanted to learn to make pottery.
- \_\_\_\_\_ 11. Toni becomes a vegetarian because she doesn't like animals being killed for the meat.
- \_\_\_\_\_ 12. Tom takes his family to Ireland for Spring vacation.
- \_\_\_\_\_ 13. Julie holds the door open for an elderly woman at the grocery store.
- \_\_\_\_\_ 14. Tisha goes to driving school to improve her driving skills.
- \_\_\_\_\_ 15. Clay applies to college to become a veterinarian

## **My Future**

### Objective:

- The student will articulate future career interests.

### Procedure:

- Explain that this activity involves thinking about what the future will look like.
- Read through each question on Handout C1: My Future and have students fill in their own answers.
- Divide class into small groups to take turns sharing their vision of the future.

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## **Short – and Long-Term Goals**

### Objective:

- The student will identify one short term and one long term goal related to their career interest.

### Procedure:

- Discuss the definition of short- and long-term goals.
  - Explain to students how people have personal, academic and career goals.
  - Give some examples of personal goals based on Handout C1.
  - Discuss some of your own goals. List them on the board.
  - Explain that short-term goals lead into long-term goals. Share things that you are doing to reach your goals.
  - Discuss student goals and how they are going to reach them.

## Personal Road Map 1

### Objective:

- The student will articulate future career interests.
- The student will identify one short term and one long term goal related to their career interest.

### Procedure:

- Introduce Personal Road Map Activity, explaining that it is designed to help student's identity short- and long-term goals to plan for their future including career interests.
- Distribute Handout C2: Personal Road Map Worksheet and direct students to complete it in the following way:
  - In the "Where I Stand" column, list:
    - Achievements; (honor roll, soccer championship, swim team)
    - Present successes; (good student, driver's license, job)
    - Activities: (volunteer job, sports, video games, music)
    - Interests; (hockey, reading, hanging out with friends)
    - Strengths; (goes along with people, hard worker)
    - Weaknesses; (bad temper, has a hard time hearing criticism)
    - Obstacles; (no transportation)
  - In "Where I Would Like to Be", ask students to think about where they would like to be 10 years from now and fill in the statement.
    - Be sure to include personal and academic goals and future plans.
    - Then think about and write down the steps you need to take to reach your 10 year goal.

## Personal Road Map 2

### Objective:

- The student will articulate future career interests.
- The student will identify one short term and one long term goal related to their career interest.

### Procedure:

- Review what the student put on Handout C2: Personal Road Map Worksheet.
- Ask the students to make a poster to visually present the information from the worksheet in the form of a Personal Road Map or timeline.
  - Students create posters using a variety of materials.
  - Students can use their creativity to come up with their own representation of a road map including drawing an actual road and visually representing various events in their life along the road (or play a song or video clip).
- In small group or as a class, students present their road maps.

*Note: Students could be grouped by career choice to review differences. The students could participate in a gallery walk to share ideas. The posters could be completed in small groups based on career choice. The teacher could have the students play 4 Corners based on their answers to the questions asked.*

## Identifying Your Skills 1

### Objective:

- The student will identify basic skills.
- The student will provide evidence of his/her basic skills.

### Procedure:

- Explain to the class that you will be talking about skills that can help you get and keep a job.
    - Ask the class – why is it important to be able to identify your skills?
    - Write answers on the board
  - Distribute Handout D1: Identifying Your Skills and go over the first part with the class.
  - Define Basic Skills – reading, writing, mathematics, speaking and listening.
  - Have the students identify 3 of their basic skills and fill them in on the sheet provided.
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## Identifying Your Skills 2

### Objective:

- The student will identify thinking skills.
- The student will provide evidence of his/her thinking skills.

### Procedure:

- Explain to the class that you will be talking about skills that can help you get and keep a job.
  - Ask the class – why is it important to be able to identify your skills?
  - Write answers on the board
- Ask students to take out Handout D1: Identifying Your Skills and review the first part with the class.
- Define Thinking Skills – thinking creatively, making decisions, solving problems, visualizing, knowing how to learn, and reasoning.
- Have the students identify 3 of their thinking skills and fill them in on the sheet provided.

### Identifying Your Skills 3

Objective:

- The student will identify personal qualities.
- The student will provide evidence of their personal qualities.

Procedure:

- Explain to the class that you will be talking about skills that can help you get and keep a job.
    - Ask the class – why is it important to be able to identify your skills?
    - Write answers on the board
  - Distribute Handout D1: Identifying Your Skills and go over the first part with the class.
  - Define personal qualities – individual responsibility, self-esteem, sociability, self-management, and integrity.
  - Have the students identify 3 of their personal qualities and fill them in on the sheet provided.
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### Proving Your Skills

Objective:

- The student will identify basic skills, thinking skills and personal qualities.
- The student will provide evidence of their basic skills, thinking skills and personal qualities.

Procedure:

- Help each student identify three skills they possess in each of the three areas. They can work in pairs or individually. Make sure each student write the identified skills on the worksheet.
- Once the class has identified their skills, have each student complete Handout D2: Proving Your Skills. Students may need some coaching to come up with complete examples that prove they have their skills.



## Exploring What You Value 1

Objective:

- The student will identify his/her values by completing a values inventory.

Procedure:

- Explain to the class that values are those conditions or characteristics that members of the society consider important; that is, valuable. Each individual has a set of values that are important to them. We show our values in the way we behave, activities we do, and things we say.
    - Tell the class: here is a list of 10 values. Money, Adventure, Being Creative, Being Powerful, Caring for Others, Being Famous, Beautiful Things, Health and Fitness, Independence, Nature
    - Ask the class to identify what a person values based on what we know about them. Can anybody tell me what a doctor values? Think about how he behaves and his activities. (Any answer is acceptable as long as there is a justification for the answer.)
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## Exploring What You Value 2

Objective:

- The student will identify his/her values by completing a values inventory.

Procedure:

- Tell the class: Today you are going to identify what you value out of this list of 10 possible values.
- Distribute Handout E1: Values Inventory and instruct the students to rate each statement on a 1 to 5 scale with 1 indicating that the statement is not important at all and 5 indicating the statement is very important.
- Have the students complete sections A-C of the Values Inventory.

### Exploring What You Value 3

Objective:

- The student will identify his/her values by completing a values inventory.

Procedure:

- Tell the class: Today you are going to continue to identify what you value out of this list of possible values.
- Redistribute Handout E1: Values Inventory and instruct the students to rate each statement on a 1 to 5 scale with 1 indicating that the statement is not important at all and 5 indicating the statement is very important.
- Have the students complete sections D-E of the Values Inventory.
- Once the class finishes the Values Inventory, have them complete Handout E2: Values Inventory Summary.
- Ask students to identify their top 3 values based on the Inventory.
- Have students share their results. Ask the students: Do they accurately reflect your personality?

## Exploring What You Value 4

Objective:

- The student will identify his/her values by completing a values inventory.

Procedure:

- Explain to the class that values and jobs are related.
- Discuss with the class what values are related to a variety of jobs.
- Ask the students how the 3 values they chose relate to their career choice? Answers can include:
  - We chose a career based on what is important to us.
  - If we have a job that focuses on something that we don't care about we probably will not like it.
- Explain to the class that they will be looking at the list of 10 values and identifying jobs that would be related to them.
  - Have the students come up with their own examples. If stuck, use the examples below:
    - Money – stockbroker, banker
    - Adventure – white water rafting tour guide, deep sea diver
    - Being Creative – artist, actor
    - Being Powerful – president, boss, community advocate
    - Caring for Others – nurse, teacher, doctor, social worker
    - Being Famous – actor, singer, politician
    - Beautiful Things – interior decorator, antiques dealer
    - Health and Fitness – fitness instructor, nutritionist
    - Independence – scientist, writer
    - Nature – park ranger, marine biologist

## Exploring What You Value 5

Objective:

- The student will identify his/her values by completing a values inventory.

Procedure:

- Review the discussion of jobs and values.
- Break the class into pairs or groups and explain that they will be provided with the name of a famous person and then they will need to determine 3 values for that person.
- Write the following names on the board: Arnold Schwarzenegger, Barack Obama, Paris Hilton, Bill Gates, Johnny Depp (or another famous actor), Derek Jeter (or another famous athlete).
- Have the pairs/groups choose a person. Direct the pairs/groups to brainstorm 3 values for their person and discuss why they chose the ones they did.
- Have the class share their person, the 3 values they chose and explain why they chose those values

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## Understanding Your Learning Style 1

### Exploring What You Value 4

Objective:

- The student will identify his/her preferred learning style
- The student will identify the difference between learning styles.

Procedure:

- Ask the class if anyone knows their preferred learning style.
  - Given the choices of auditory (what we hear), visual (what we see), or kinesthetic (what we do) – which do you prefer?
- Discuss why it would be important to know your learning style.
  - Answers can include:
    - It will help you in school or work,
    - You can find out more about yourself,
    - You can understand the differences between you and other people.

## Understanding Your Learning Style 1

Objective:

- The student will identify his/her preferred learning style
- The student will identify the difference between learning styles.

Procedure:

- Ask the class if anyone knows their preferred learning style.
  - Given the choices of auditory (what we hear), visual (what we see), or kinesthetic (what we do) – which do you prefer?
- Discuss why it would be important to know your learning style.
  - Answers can include:
    - It will help you in school or work,
    - You can find out more about yourself,
    - You can understand the differences between you and other people.

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## Understanding Your Learning Style 2

Objective:

- The student will identify his/her preferred learning style
- The student will identify the difference between learning styles.

Procedure:

- Explain to the class that they are going to complete a Learning Style Inventory.
  - Pass out Handout F1: What's Your Learning Style?
  - Direct students to complete the inventory with the first response that comes to mind.
  - Have the students determine their predominant learning style by adding the total number of As, Bs and Cs and following the directions at the end of the handout.
  - Poll the class and see how many auditory, visual and kinesthetic learners there are.

### Understanding Your Learning Style 3

Objective:

- The student will identify his/her preferred learning style
- The student will identify the difference between learning styles.

Procedure:

- Divide the class into groups according to their learning style.
    - Pick a book that all of the students have read (level of reading doesn't matter) such as Harry Potter and the Sorcerer's Stone or a book read in a class.
    - Explain that each group has to design a project/assignment about the book geared towards their learning style. For example, visual learners might create a story board assignment illustrating the plot.
    - Have each group choose a spokesperson to share their assignment with the rest of the class.
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### Positive Personal Profile 1

Objective:

- The student will create a positive personal profile.
- The student will identify interests, temperament, and talents for their positive personal profile..

Procedure:

- Ask the class if anyone has ever completed a profile of him/herself before. Discuss what a profile is (a written document that describes you – can include specific information for a specific purpose but can be general as well).
- Explain that as they prepare for life after high school (work or college), they will need to paint a picture of themselves for potential employers and/or colleges.
  - Explain that they will be creating a positive personal profile. I will ask a list of questions and you will use the PPP form to answer the questions.
  - Distribute Handout G2: Positive Personal Profile to each student.
- Read G1: PPP Youth Interview Questions to the class.
  - For each question you read, make sure to tell the students which box on the PPP to write their answers in. This is listed next to the question.
  - When you are finished reading the questions, give the students the opportunity to fill in the “Career Ideas and Possibilities” section based on their answers.

### **Positive Personal Profile 2**

Objective:

- The student will create a positive personal profile.
- The student will identify interests, temperament, and talents for their positive personal profile.

Procedure:

- Review the PPP created by the students.
- Ask the students to write a one paragraph summary of the information on their PPP.
  - Paragraph should include strengths, skills, interests, career choice and anything else the student chooses.
- Have the student's pair off and share their PPP summaries with their partners.
  - Explain that they are each going to introduce their partner to the rest of the class (based on what is written in the summary).

### **Positive Personal Profile 3**

Objective:

- The student will create a positive personal profile.
- The student will identify interests, temperament, and talents for their positive personal profile.

Procedure:

- Have students meet with their partner to review what they learned about each other.
- Go around the room and have each student introduce their partner. Emphasize positive perspective of the summary.
- Conclude with a discussion of how the information collected can be used. Answers can include:
  - Put on a resume,
  - Prepare for an interview
  - Include relevant information on college application.

## Disability in Media

### Objective:

- The student will be able to recognize stereotypes of disabilities in society and in the media.
- The student will identify discriminatory language and how it affects a person's self-esteem.

### Procedure:

- Classroom discussion.
  - Pose the following questions to the class:
    - What is a stereotype?
    - What are some stereotypes that people in your community have?
    - Where else might you see stereotypes of people with disabilities presented?
  - Share with the class:
    - People with disabilities are a group in society who have been profoundly impacted by the media, both for good and bad. In the mass media, people with disabilities are often rendered invisible, leading to the mistaken belief that such people do not exist, or are insignificant in society.
    - Authors, artists and members of the public have long been fascinated by the subject or disability. Because disabling conditions are so widespread, and can affect any family at any time, everyone has a stake in trying to comprehend what it means to live with a disability. People look to “cultural product” for information, understanding and interpretation of the disability experience.
    - Media representations may offer accurate information and truthful insights or, just as likely, they may put forth myths, distortions, or outright falsehoods. As with other groups, people with disabilities may be presented as stereotypes.
  - Pose these questions to the class:
    - What stereotyped notions about people with disabilities have you seen or heard?
    - Who are some movie or television characters with disabilities that you have seen?
    - Have you seen these movie characters (Show the attached photos)?



Disability in Media A



Forrest Gump



Jerome in *Gattaca*

Maryland

# Healthy Transitions I N I T I A T I V E

## Disability in Media B



Artie in *Glee*



Hank/Charlie

## Disability in Media C



Quasimodo



Corky

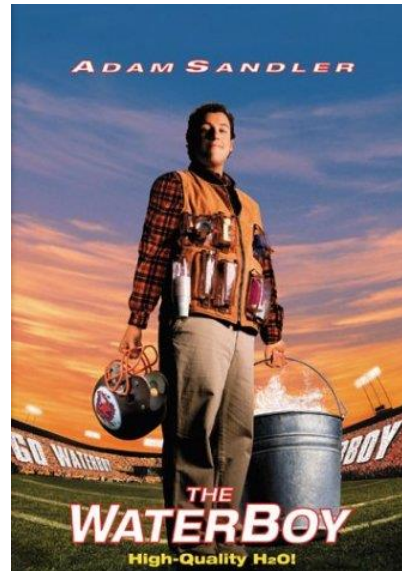
Maryland

# Healthy Transitions INITIATIVE

## Disability in Media D

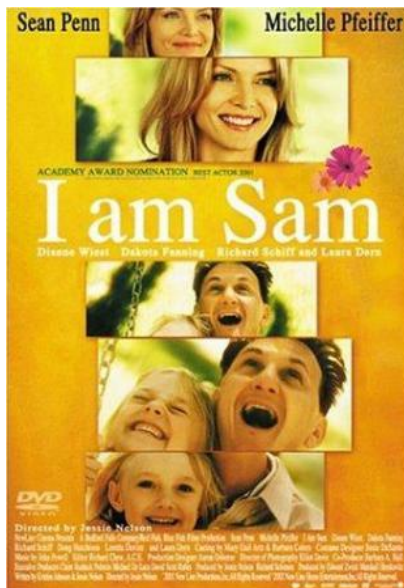


Radio



Bobby Boshay

## Disability in Media E



The Mad Hatter in *Alice in Wonderland*

## Disclosure 1

### Objective:

- The student will be able to define the term disclosure.
- The student will identify positive and negative aspects of disclosing their disability.

### Procedure:

- Discuss what disclosure is with the class.
- Ask students to list different disabilities and write their responses on the board.
- Ask the students to list different job and write their responses on the board.
- Ask the students to consider the disabilities and jobs and indicate whether or not they would need to disclose their disability to their employer.

## Disclosure 2

### Objective:

- The student will identify positive and negative aspects of disclosing their disability.

### Procedure:

- Review what the students know about disclosure.
- Read or provide scenarios to the students and then discuss the scenarios.
  - Scenario 1: Ron's Struggles  
Ron is 23. He has struggled to read throughout his school years and has found it difficult to follow oral directions. He has never been tested for a learning disability. Ron has accepted a job as a custodian. His supervisor gives him oral instructions when Ron arrives at work. Ron does not complete the job tasks because he forgets what his supervisor has told him. Ron has been warned about not finishing his duties. He is embarrassed to go to his supervisor to explain this situation to him. What do you think Ron should do?
  - Scenario 2: Sue's Challenges  
Sue is 21. She has a reading disability and ADHD. She is an office clerk who is responsible for maintaining files. She is required to organize and categorize information and paperwork. Sue enjoys her job and likes the company she works for, but she finds the job duties challenging. She has not told her supervisor about her learning disability or how it affects her at work. What do you think Sue should do?

## **Public vs. Private Information**

### Objective:

- The student will distinguish the difference between public and private information.
- The student will identify ways of sharing information (Face Book, My Space, Twitter, Texting, Web Pages, passing notes, etc.)

### Procedure:

- Discuss with the class the definitions and types of public and private information.
- Draw a T chart on the board or overhead with titles Public and Private over each column.
- Ask the students to list different types of information and to determine which column it should be listed under.
- Discuss with the class the positives versus the negatives of publicizing information (dangers of publicizing information that is private).

## **Texting Language**

### Objective:

- The student will identify examples of texting language.
- The student will identify the difference between professional language versus texting language.
- The student will identify the appropriate situation to use professional language versus texting language.

### Procedure:

- Discuss with the class the definitions of professional and texting language and how they differ.
- Provide the students with the provided paragraph that contains texting language and have the class edit the paragraph.
- Draw a T chart on the board or overhead with the titles Appropriate and Inappropriate at the top of the columns.
- Discuss the following question with the class.
  - Has texting affected your ability to communicate socially or professionally with others?

**Texting Language A**  
(Paragraph in Texting Language)

Directions: Read the following paragraph and edit it so that is written using the appropriate language for a formal paper.

30

1 of tmi steps in wrtng a paper is editing. The e.stage. is when u √ ur pp 4 mistakes & correct them. Whn e. a paper or paragraph, it's impt 2 rembr certain steps 2 make sure ur paper is free of mistakes. 1st, u wnt 2 √ ur sp & grammar. Read ur essay or paragraph again 2 make sure u dnt miss any spl or grammar errors. U wnt 2 make sure each sentence has a sbj. , & √ 2 C if ur sbjs and verbs agree w/ each other. Nxt, u wnt 2 make sure u √ the verb tense of each sentence. Fnly, u need 2 ask urself: Does each sentence make ϕ?

**Texting Language B**  
(Edited Paragraph)

One of the most important steps in writing a paper is editing. The editing stage is when you check your paragraph for mistakes and correct them. When editing a paper or paragraph, it is important to remember certain steps to make sure your paper is free of mistakes. First, you want to check your spelling and grammar. Read your essay or paragraph again to make sure you didn't miss any spelling or grammar errors. You want to make sure each sentence has a subject, and check to see if your subjects and verbs agree with each other. Next, you want to make sure you check the verb tense of each sentence. Finally, you need to ask yourself: Does each sentence make sense?

## **Appropriate Attire**

### Objective:

- The student will develop a definition of appropriate attire.
- The student will differentiate between clothing that is appropriate in various settings.

### Procedure:

- Discuss what the students know about appropriate attire and develop a definition.
- List situations for attire on the board and ask the students what would be appropriate attire for that situation.
  - Examples of situations: gym, school, pool, interview, prom, graduation, variety of work places
- Discuss the repercussions of wearing inappropriate attire.

*Additional ideas: The teacher could locate pictures of appropriate and inappropriate attire on the internet and have students identify whether the attire is appropriate or not and why.*

**Essential Self-Advocacy Skills Checklist**

- \_\_\_\_\_ Recognizes strengths and weaknesses
- \_\_\_\_\_ Articulates strengths and weaknesses
- \_\_\_\_\_ Understands disability
- \_\_\_\_\_ Explains disability
- \_\_\_\_\_ Knows when to disclose disability
- \_\_\_\_\_ Understands disability's impact on performance
- \_\_\_\_\_ Identifies accommodations
- \_\_\_\_\_ Requests accommodations as needed
- \_\_\_\_\_ Understands IEP goals
- \_\_\_\_\_ Contributes to development of IEP goals
- \_\_\_\_\_ Identifies when help is needed
- \_\_\_\_\_ Obtains help when needed
- \_\_\_\_\_ Articulates short-term goals
- \_\_\_\_\_ Articulates long-term goals
- \_\_\_\_\_ Outlines steps necessary to reach goals
- \_\_\_\_\_ Identifies potential barriers to goal achievement
- \_\_\_\_\_ Determines accommodations/modifications necessary to overcome barrier