



SELF-ADVOCACY

For Students Who are Deaf or Hard of Hearing

Second Edition

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Background and Overview of Curriculum

RATIONALE

During their elementary and secondary school years, students who are deaf or hard of hearing are provided a wide array of technical and instructional support to ensure that their educational needs are met. These supports may be provided by special educators, audiologists, speech-language pathologists, note takers, interpreters and others, and may include assistive devices, adapted curriculum, therapy, direct instruction, and indirect consultation. All such supports are guaranteed by the Individuals with Disabilities Education Act of 1990 (IDEA, Public Law [PL] 101-476). Students can fairly be described as passive consumers of these services; that is, the services are provided in response to needs identified by parents and educators and other professionals, rather than in response to concerns identified by the learners themselves.

However, when students graduate from high school, the "safety net" of IDEA is in effect pulled out from under them. Certainly, their civil rights are still protected, by the Americans with Disabilities Act of 1990 (PL 101-336) and Section 504 of the Rehabilitation Act of 1973 (PL 93-117). But the burden of responsibility shifts from professional service providers to the individual with a disability. In other words, to obtain assistance and support, the student must operate as an active rather than a passive consumer by taking the initiative in seeking out and obtaining appropriate supports, whether in work or higher education settings. Typically, graduating high school seniors who are deaf or hard of hearing are underprepared to assume the

responsibility of advocating for their own needs. Research has shown that upon leaving high school, students who are deaf or hard of hearing typically

- do not know their legal rights,
- do not know who is responsible for protecting those rights in a work or college setting, and
- are not aware that they are eligible for financial and technical assistance.

This lack of information probably contributes to the relatively high dropout rate for college students with hearing impairment (71% compared to 47% for students without disabilities) as well as to difficulties faced in the world of work.

For students who are deaf and hard of hearing, the skills needed to advocate for one's own rights are typically learned to some degree by trial and error in the postsecondary setting. Given the clear need for these skills, it would be an appropriate goal to require a student to demonstrate some skills in advocating for oneself before high school graduation. Changes to the IDEA now provide support for the development of self-advocacy skills as a relevant educational goal. An amendment to the IDEA requires that, while still in high school, a learner with a disability is entitled to "transition planning" in order to facilitate the child's secondary transition:

“Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include: appropriate measurable postsecondary goals based upon age-

appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the child in reaching those goals. [34 CFR §300.320(b)]

An obvious component of transition planning should be the development of skills that will enable students who are deaf and hard of hearing to identify, seek out, and obtain the assistance needed to succeed in the postsecondary setting, whether as a college student or an employee. Combining information with guided practice has been shown to be an effective strategy in teaching transition skills.

Of course, not all students have an IEP. Whether receiving services as described in a 504 plan, or receiving no services at all, high school students with hearing loss still need to understand their future rights as college students or employees. They also typically need support in developing negotiating and problem-solving skills. Instructors are urged to include all students, regardless of special education status, in transition planning.

The set of curricular materials presented here focuses on the unique issues of learners with all degrees of hearing loss, and provides teachers with classroom-ready lessons designed to focus on those issues in a problem-solving context. The purpose of these materials is to provide students who are deaf and hard of hearing with a pragmatic knowledge base, information regarding appropriate interpersonal skills, and opportunities to integrate their knowledge base with skills.

Students will become familiar with the rights of individuals with disabilities and will learn and practice strategies to enhance their ability to advocate for their rights.

DESCRIPTION OF MATERIALS

The materials in this workbook consist of 12 lessons, organized into four units with three evaluations and a summative learning activity. The unit topics are as follows:

- Unit 1: Introduction – What Is Self-Advocacy?
- Unit 2: Knowledge Is My Power Base
- Unit 3: Personal and Interpersonal Skills For the Self-Advocate
- Unit 4: Putting It All Together: Using Knowledge with Skills

The articulation of each unit is straightforward. After the introductory lesson in Unit 1, Unit 2 provides the "why" (or theory) of self-advocacy. Unit 3 describes the "hows," with strategies for developing interpersonal skills. Unit 4 provides opportunities to synthesize theory and interpersonal skills with guided practice in self-advocacy.

These 12 lessons have been designed to integrate into virtually any existing course that addresses life skills, career preparation, or community membership. The materials reflect a "personal growth" orientation; that is, the lessons are designed to help students identify a personal goal (in this case, the ability to advocate for oneself) and develop strategies to work toward that goal.

Several types of learning activities are incorporated into the lessons, including case studies, role-playing scripts, self-assessments, and group projects. Homework assignments are designed to introduce students to the resources and support services available in their community, and to

experience the positive effects of peer support. Because the wide range of reading levels among students who are deaf and hard of hearing can make access to written material problematic, student materials are written at a level that should be within the reading abilities of most students.

This text is designed for classroom learning, but can also be used as a self-study guide or one-on-one mentoring tool for students who do not regularly interact in school with other students with hearing loss. Advanced students should be encouraged to adapt lessons into slides, and present the material to others.

EXPECTED OUTCOMES

With the successful completion of assignments and unit evaluations, students will demonstrate the following competencies:

1. Define the concept of self-advocacy and its role in the life of a person with a disability.
2. Describe the basic rights of persons with disabilities with respect to education and employment.
3. Describe the differences in law that protect a student's rights before and after high school graduation.
4. Conduct a personal inventory of hearing abilities and hearing

difficulties, and identify technologies and strategies that best accommodate one's needs for education and employment.

5. Describe and role-play basic negotiation skills and different approaches to conflict resolution.
6. Prepare for and actively participate in an IEP conference to discuss transition plans.
7. Evaluate IEP participation.

IMPORTANT NOTE REGARDING PLANNING

Lessons 1-11 are designed to prepare students to actively participate in their IEP meetings. Lesson 12 includes post hoc evaluations of IEP participation. Therefore, a student's IEP meeting is the pivotal point around which the delivery of self-advocacy instruction should be planned. It is recommended that instructors plan their instruction with respect to anticipated IEP meeting schedules.

If students do not have an IEP, instructors are encouraged to develop scenarios relevant to the student's situation to provide comparable practice and feedback.

UNIT 1

Introduction- What Is Self-Advocacy?

OVERVIEW OF UNIT 1

In this introductory lesson, students will learn the meaning of the terms *advocacy* and *self-advocacy*, and will learn three reasons for developing self-advocacy skills.

CONTENTS OF UNIT 1

[Lesson 1: Self-Advocacy: What Is It and Why Is It Important?](#)

[Unit Evaluation: Quiz 1](#)



LESSON 1

Self-Advocacy: What Is It and Why Is It Important?

PURPOSE OF LESSON 1

This lesson provides an overview of the concepts of advocacy and self-advocacy. The lesson describes how skills in self-advocacy can be used to protect the rights of persons who are deaf or hard of hearing.

EXPECTED LEARNER OUTCOMES

1. Learners will define and give examples of the concepts of advocacy and self-advocacy.
2. Learners will state three reasons for the need for self-advocacy skills for high school students who are deaf or hard of hearing.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: "What do I think?"	Students vote yes or no	Worksheet 1a
2. Core material	Students complete worksheet as note taking assignment	Worksheets 1a, 1b
3. Learning activity: Review "Think" questions	Group discussion	Worksheet 1a
4. Summary, homework	Homework assignment	Worksheet 1c

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. State today's goal: Today you will learn what the words *advocacy* and *self-advocacy* mean and why they are important to high school students who are deaf or hard of hearing.

2. As a warm-up activity and informal "pretest," present "What Do I Think?" questions to class (Worksheet 1a) and ask class to answer/guess with true-false responses (take a show of hands and keep a tally on the board).

3. Present Lesson 1 Core Material while students follow along on Worksheet 1b.

4. Provide practice with new information: Ask students to review Worksheet 1a and compare answers with new information from lecture.

5. Lead group discussion.

6. Summarize with Worksheet 1c and describe homework assignment.

7. State topic of next meeting: Next time we meet, we will talk more specifically about your legal rights.

LESSON 1 CORE MATERIAL

Parents and teachers are concerned that a high number of students who are deaf or hard of hearing leave the relatively sheltered environment of high school with little or no information regarding their legal rights in educational and work settings. Typically, students are not familiar with the laws that protect their rights through their high school years and are unaware of the change in their legal status upon high school graduation.

This change in legal status will affect you whether you continue your education in college, attend vocational training, or seek employment. The cost of "not knowing" contributes to two major concerns: (a) a very

high dropout rate for students in college and (b) limited opportunities for students moving into employment.

High Drop Out Rate for College Students

Getting into college does not seem to present much of a problem for students who are deaf or hard of hearing. The entry rates are nearly the same as for students without disabilities. However, once in college, students with hearing impairments are at high risk of dropping out. Approximately 71% of students who are deaf or hard of hearing leave college before completing a degree, compared to the withdrawal rate of only 47% for students without disabilities.

Why? We know that college students who are deaf and hard of hearing often experience difficulty in (a) getting the technical assistance (interpreters, FM systems) that they need to make good grades; and (b) integrating into the social system of college (establishing a circle of friends), even when doing well in the academic system (earning good grades).

College students who are deaf or hard of hearing typically report that they need help and often do not know how to obtain it. For example, they may easily recognize that they need a note taker but not know how to arrange for one, or whether they are expected to pay for the service. Or a student may ask a teacher to wear a microphone for an FM system but the teacher refuses. The student typically does not know how to proceed from that point.

In addition, students (with and without hearing loss) often are not aware of the importance of making friends and developing a sense of "belonging" to the college. Most students who drop out of college do so not because the academic work is too hard but because they have not

developed a social network of friends, faculty, and staff to help them when they are discouraged or tired. Given what we know about the difficulties of communicating with hearing loss and the effects on developing social relationships, it is easy to see why students who are deaf or hard of hearing need both information and skills before going to college.

Limited Opportunities for Students Moving into Employment

Employees who are deaf or hard of hearing have reported a variety of difficulties in work settings, including (a) problems obtaining reasonable accommodations such as interpreters, texting services, and amplified telephones, and (b) limited access to advanced training opportunities. Both issues result in workers feeling locked into entry-level positions with reduced opportunity for advancement. In addition, employers frequently are not familiar with collaborating with vocational rehabilitation services, and employees with hearing impairment are often not skilled in interpersonal skills such as negotiation and assertiveness, which could help them obtain accommodations and advanced training.

In this introductory lesson to self-advocacy, two definitions are necessary:

1. *Advocacy*: seeking support for

the rights of a person or a cause.

Examples from the news:

- a. Persons who raise money for food pantries are advocates for hungry neighbors.
- b. Persons who petition the government to pass laws protecting animals from cruelty or extinction.

2. *Self-advocacy*: understanding and seeking support for one's personal rights.

Examples from the news:

- a. Citizens who protest against limits on voting times or locations
- b. Other?

In summary, there are three reasons why students need to learn self-advocacy skills:

1. Employers may not know about the rights of persons who are deaf or hard of hearing.
2. College teachers may not know about the rights of persons who are deaf or hard of hearing.
3. Laws will protect persons with hearing loss, but individuals must look out for themselves once they leave high school.

WORKSHEET 1a

What Do I Think?

True or False?

1. T F The rights of persons who are deaf or hard of hearing are protected by law while in elementary and high school.
2. T F The rights of persons who are deaf or hard of hearing are protected by law after high school graduation.
3. T F Students in college who are deaf or hard of hearing have the right to a note taker or interpreter, but they have to pay for the service.
4. T F An employee who is deaf or hard of hearing has the right to an amplified telephone or a looped conference room at work if needed.
5. T F Employers usually know the laws that protect the rights of persons with hearing loss.
6. T F College teachers usually know the laws that protect the rights of students with hearing loss.

WORKSHEET 1b

1. Concerns about students who are deaf or hard of hearing after high school graduation:

a) A high drop out rate from college. Some reasons:

b) Limited opportunities in work settings. Some reasons:

2. *Advocacy* means:

An example: _____

3. *Self-advocacy* means:

An example: _____

4. Three reasons why self-advocacy is important:

A. _____

B. _____

C. _____

WORKSHEET 1c

Summary

1. There are laws that ensure that students who are deaf or hard of hearing receive an appropriate education through high school.
2. Different laws continue to protect a person's rights in college or work after graduating from high school.
3. Parents and teachers who help a student with hearing loss while in elementary and high school can be called advocates.
4. Before students graduate from high school, they should learn to advocate for themselves (learn to help themselves).
5. Persons with hearing loss often have difficulties in work and college.
6. Learning to be a self-advocate can help a person resolve those difficulties.

Homework Assignment

Read the following case study and be prepared to talk about it in class next time:

Case Study: Marcos

Situation: Marcos was 17 years old, a junior in high school. He decided to get a part-time job to earn money to buy a car. He knew there were some jobs at the food court at the nearby mall, but he was concerned because the food court was very noisy. Marcos had a moderate hearing loss and wore hearing aids, but understanding people in noisy places was very difficult for him. How could he understand people when they were giving their food orders?

One solution: Marcos decided to ask for help from his speech teacher, Miss Ross. She told him that employers are required to make "reasonable accommodations" for people who work for them, but it was helpful if the worker had a couple of suggestions from the beginning. *Accommodations* means changes in how things are typically done. *Reasonable* means the changes are not very expensive or complicated.

Miss Ross asked Marcos, "Do you have any ideas on what would help you do this kind of job?"

Marcos said, "Although the noise is a problem, I do OK with speechreading. I need to have people look at me – but how can I do that?" Miss Ross said, "You can ask them to look at you. People are usually very helpful if they understand the situation."

She had two suggestions: Post a small sign on the counter, or wear a button with the words, "Please face me – I lipread." Marcos didn't want to wear a button, so decided to suggest the small sign. That afternoon, he applied for a job at a hamburger shop and was hired the next day. When he met with his new boss, he explained his situation and his idea about the sign. The boss was surprised to learn that the noise was a problem, but he figured Marcos seemed to know what he was talking about. Placing a sign on the counter seemed very reasonable, and he agreed to that

solution. Marcos was relieved to see that customers did not make a big deal about the situation, either.

Discussion questions:

1. Did Miss Ross serve as an advocate? How?
2. Did Marcos learn to advocate for himself? How?

Begin developing a personal self-advocacy file: Keep these worksheets in a three-ring binder, folder, or electronic device. With each lesson, you will have more worksheets to add for future reference.

UNIT EVALUATION: QUIZ 1

Self-Advocacy: What Is It and Why Is It Important?

Complete the following sentences using these vocabulary words:

training	social system	advocacy
accommodations	self-advocacy	technical assistance

1. _____ means seeking the rights of a person or cause.
2. _____ means understanding and seeking support for one's personal rights.
3. One reason for high college drop out rates among students with hearing loss is their inexperience getting the _____ (like interpreters and FM systems) they need to get good grades.
4. Another reason for high drop out rates is the difficulty students with hearing loss may have getting involved with a _____ (developing a circle of friends) while in college.
5. At work, persons with hearing loss often have difficulty obtaining reasonable _____ (like amplified phones) and access to advanced job _____ to help them get promoted.

UNIT 2

Knowledge is My Power Base

OVERVIEW OF UNIT 2, LESSONS 2-5

In the next four lessons, students will learn that developing a "knowledge base" is the first step in becoming a self-advocate. Students will learn that the foundation to this knowledge base is a basic understanding of the law, and they will learn about two important aspects of the law: (a) how their legal rights have been protected up through their high school years and (b) how their legal rights continue to be protected after high school graduation in both college and job training/work environments.

CONTENTS OF UNIT 2

[Lesson 2: My Legal Rights While in High School: My IEP](#)

[Lesson 3: My Legal Rights When I Leave High School: Section 504 and College](#)

[Lesson 4: My Legal Rights When I Leave High School: ADA & Work](#)

[Lesson 5: Transitioning: Making the Move from High School to College and Work](#)

[Unit Evaluation: Quiz 2](#)



LESSON 2

My Legal Rights While in High School: My IEP

PURPOSE OF LESSON 2

This lesson describes three basic components of the Individuals with Disabilities Education Act of 1990 (IDEA): an education that is (a) free, (b) appropriate, and (c) public. The lesson also describes the features of an Individualized Education Program (IEP) and its use as a communication vehicle or contract among the participants who develop the IEP.

EXPECTED LEARNER OUTCOMES

1. Learners will define three guarantees of the IDEA.
2. Learners will describe five features of a sample IEP.
3. Learners will describe how an IEP serves as a communication vehicle or contract.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: Personal Inventory	Students complete worksheet	Worksheet 2a
2. Core material	Students take notes	Worksheet 2b
3. Review: Sample IEP	Writing, discussion	Worksheets 2c, 2d
4. Summary, homework	Homework assignment	Worksheet 2e

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Discuss results of Quiz 1 and review main points of Lesson 1. Ask for students' thoughts regarding the Unit 1 case study about Marcos (homework assignment).

2. State today's goal: Today you will learn about the law that protects your rights as a student who is deaf or hard of hearing for as long as you are in high school. You will learn how this law protects three aspects of your education. You will also learn about the communication vehicle your teachers and parents use to decide how your education will be provided.

3. Warm-up activity: "Personal Inventory." Using Worksheet 2a, ask students to conduct a self-assessment. This inventory is meant to be confidential. The needs that are identified will be addressed throughout the remaining self-advocacy lessons.

4. Present Lesson 2 Core Material while students follow along on Worksheet 2b.

5. Practice activity: Ask students to examine Worksheet 2c (or a blank copy of their school's IEP form) and identify the five IEP features mentioned in the core material.

6. Reflection: "What's In It for Me?" (Worksheet 2d). Ask students to take 5 minutes to jot down three ways the IDEA and the IEP benefit them. Students will then contribute their thoughts to the group; the teacher may want to write each idea on the board. Group discussion: Do we see any common ideas among those contributed?

7. Summarize and assign homework: Worksheet 2e.

8. State topic of next meeting: Next time we meet, we will look at the changes in your rights after you graduate from high school.

LESSON 2 CORE MATERIAL

In 1975, Congress passed a law to protect the education of persons with any type of disability. It was called the Education for All Handicapped Children Act (Public Law 94-142). Every few years, Congress discusses this law, makes some changes, and then votes to pass it again – or "reauthorizes" it with the new changes (amendments). When this law was reauthorized in 1990, it was renamed the Individuals with Disabilities Education Act, or IDEA.

Three Guarantees of IDEA

IDEA has three guarantees: that the education provided will be *free*, *appropriate*, and *public*. These guarantees are described below.

Free. This means that the education is provided by taxpayers, just like the education for all children in the country. Families do not have to pay additional money for special education.

Appropriate. This means that the education is suitable and meets the needs of each individual student. It is an intentionally flexible word; it lets people discuss what they think is right for a particular student. Different people may have widely different opinions, and sometimes it takes a lot of discussion to come to an agreement on the meaning of the word *appropriate* for the student in question.

Public. This means that the education will be provided at a school building owned by a city, county, or state and that the teachers will be employed by the city, county, or state.

The term *free appropriate public education* is often shortened to its acronym, FAPE. The education of a person with a disability may require the involvement of

many people. First, of course, are the students and parents, and at least one teacher. Depending on what is appropriate for each student, other persons may be involved; these are called related service providers. Related service providers may include audiologists, speech-language pathologists, school nurses, social workers, psychologists or counselors, and physical or occupational therapists. To ensure that everyone involved understands and agrees to their responsibilities, each student with a disability has an Individualized Education Program (IEP), which is a form describing how everyone, including the student, will work together in partnership to help the student succeed. Everyone who contributes to the IEP is part of the IEP team.

Five Requirements for an IEP

Each IEP must have five pieces of information, as described below.

1. A statement of present performance. This statement usually includes several sentences describing recent test results or other types of evaluation to indicate how the student is doing at the present time.
2. Summary of annual goals. Each IEP indicates the kinds of goals the student should reach by the next year. For example, the student's reading abilities will improve by one grade level; or, the student will pass ninth-grade algebra; or, the student will show that he or she can monitor personal finances or complete a job application form.
3. Description of services. This description

indicates the type of services to be provided, as well as who will provide them. For example, speech therapy may be provided by Ms. Wilson, and hearing aid or cochlear implant monitoring by Dr. Sanchez.

4. Dates when services start, and their duration. For example, speech services will start immediately and will be provided twice a week; FM system monitoring will start next week and will be conducted every day by the student with a trained aide and once a month by the audiologist.

5. Extent to which student will be in general education programs. This statement gives the percentage of a week (or the number of minutes) the student will spend in general education classes. This time may be part of the day (for instance, geometry, computer class, PE and lunch period), or all day. It depends on what the IEP team agrees is appropriate for the student.

The IEP: Contract and Communication Vehicle

Besides describing goals for the next year and how those goals will be reached, the IEP works to convey to everyone what the IEP team agreed to do. A written record helps teachers and other service providers keep track of many students. Like any communication system, an IEP is not "carved in stone." An IEP is reviewed and updated often, but it can be changed at any time if any one on the IEP team wants to make a change.

WORKSHEET 2a

How would you answer the following?

Circle your answers.

- | | | |
|--|-------------|-------------|
| 1. I can explain my hearing difficulties to teachers. | Easy for me | Hard for me |
| 2. I can explain my hearing difficulties to employers. | Easy for me | Hard for me |
| 3. I can explain to a teacher why I would need to use an FM microphone or interpreter. | Easy for me | Hard for me |
| 4. I am comfortable asking a teacher to use an FM microphone or interpreter. | Easy for me | Hard for me |
| 5. I can explain to an employer why I would need a reasonable change for my job. | Easy for me | Hard for me |
| 6. I am comfortable asking an employer to make a reasonable change for my job. | Easy for me | Hard for me |
| 7. I can explain my legal rights that help me in high school. | Easy for me | Hard for me |
| 8. I can explain the laws that will protect my rights if I go to college. | Easy for me | Hard for me |
| 9. I can explain the laws that will protect my rights when I get a job. | Easy for me | Hard for me |

WORKSHEET 2b

1. The law that protects the education of persons with disabilities is now called:

_____ , or _____

It was first passed in Congress (that is, became a law) in (year): _____

This law has three guarantees: That the education of persons with disabilities will be:

_____, meaning _____

_____, meaning _____

_____, meaning _____

These guarantees are abbreviated as _____.

2. The form that describes how students with disabilities receive their education is called:

_____ or _____.

It is required to have five pieces of information:

1. _____

2. _____

3. _____

4. _____

5. _____

It works as a contract because:

WORKSHEET 2c

Locate and circle the five required features on your personal IEP, or on the sample IEP below.

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____ Grade/Level: _____

Parent and/or Student Concerns

What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education?

Student Strengths and Key Evaluation Results Summary

What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments?

What is the student's type of disability(ies), general education performance including MCAS/district test results, achievement towards goals and lack of expected progress, if any?

Vision Statement: What is the vision for this student?

Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments.

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Present Levels of Educational Performance**A: General Curriculum****Check all that apply.****General curriculum area(s) affected by this student's disability(ies):**

- | | |
|--|--|
| <input type="checkbox"/> English Language Arts | Consider the language, composition, literature (including reading) and media strands. |
| <input type="checkbox"/> History and Social Sciences | Consider the history, geography, economic and civics and government strands. |
| <input type="checkbox"/> Science and Technology | Consider the inquiry, domains of science, technology and science, technology and human affairs strand. |
| <input type="checkbox"/> Mathematics | Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands. |
| <input type="checkbox"/> Other Curriculum Areas | Specify: |

How does the disability(ies) affect progress in the curriculum area(s)?

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

 Content: Methodology/Delivery of Instruction:

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Present Levels of Educational Performance**B: Other Educational Needs****Check all that apply.****General Considerations**

- | | | |
|--|--|--|
| <input type="checkbox"/> Adapted physical education | <input type="checkbox"/> Assistive tech devices/services | <input type="checkbox"/> Behavior |
| <input type="checkbox"/> Braille needs (blind/visually impaired) | <input type="checkbox"/> Communication (all students) | <input type="checkbox"/> Communication (deaf/hard of hearing students) |
| <input type="checkbox"/> Extra curriculum activities | <input type="checkbox"/> Language needs (LEP students) | <input type="checkbox"/> Nonacademic activities |
| <input type="checkbox"/> Social/emotional needs | <input type="checkbox"/> Travel training | <input type="checkbox"/> Skill development related to vocational preparation or experience |
| <input type="checkbox"/> Other _____ | | |

Age-Specific Considerations

- For children ages 3 to 5 — participation in appropriate activities
- For children ages 14+ (or younger if appropriate) — student's course of study
- For children ages 16 (or younger if appropriate) to 22 — transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills

How does the disability(ies) affect progress in the indicated area(s) of other educational needs?

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

Content:

Methodology/Delivery of Instruction:

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Current Performance Levels/Measurable Annual Goals

Goal #	Specific Goal Focus:
--------	----------------------

Current Performance Level: What can the student currently do?

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

Benchmark/Objectives: What will the student need to do to complete this goal?

Goal #	Specific Goal Focus:
--------	----------------------

Current Performance Level: What can the student currently do?

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

Benchmark/Objectives: What will the student need to do to complete this goal?

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

Nonparticipation Justification

Is the student removed from the general education classroom at any time? (Refer to IEP 5—Service Delivery, Section C.)

 No Yes If yes, why is removal considered critical to the student's program?

IDEA 2004 Regulation 20 U.S.C. §612 (a) (5).550: "... removal of children with disabilities from the regular educational environment occurs **only when** the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Emphasis added.)

Schedule Modification**Shorter:** Does this student require a *shorter school day or shorter school year*?
 No Yes — shorter day Yes — shorter year If yes, answer the questions below.
Longer: Does this student require a longer school day or a longer school year to prevent substantial loss of previously learned skills and / or substantial difficulty in relearning skills?
 No Yes — longer day Yes — longer year If yes, answer the questions below.

How will the student's schedule be modified? Why is this schedule modification being recommended?

If a longer day or year is recommended, how will the school district coordinate services across program components?

Transportation Services

Does the student require transportation as a result of the disability(ies)?

 No Regular transportation will be provided in the same manner as it would be provided for students without disabilities. If the child is placed away from the local school, transportation will be provided.

 Yes Special transportation will be provided in the following manner:

 on a regular transportation vehicle with the following modifications and/or specialized equipment and precautions:

 on a special transportation vehicle with the following modifications and/or specialized equipment and precautions:

WORKSHEET 2d

What's In It For Me?

Take 5 minutes to write three ways the IDEA and an IEP benefit you in your education.

1.

2.

3.

WORKSHEET 2e

Summary

1. During high school, students' rights are protected by a law called the Individuals with Disabilities Act (IDEA). This law guarantees a free, appropriate, public education (FAPE).
2. Specific details of a student's educational program are written into a communication vehicle or contract called an Individualized Education Program (IEP).
3. An IEP can be changed when necessary, but it must always contain five pieces of information. (See notes on Worksheet 2b for details.)

Homework

1. Make a list of services you are receiving in school this year, if any.

2. Ask a parent: Is this list accurate? Is anything left out? To check, review a copy of your latest IEP. Find the five features mentioned in class.
3. What is the date on your latest IEP? When will the next IEP be written?

Add these worksheets and a copy of your IEP to your Self-Advocacy File.

LESSON 3

My Legal Rights When I Leave High School: Section 504 and College

PURPOSE OF LESSON 3

This lesson describes how Section 504 of the Rehabilitation Act of 1973 continues to protect students' rights as they move from high school to college. Students will learn six specific aspects of college education that are protected by Section 504 and will learn the essential difference between Section 504 and IDEA: that the burden of responsibility for obtaining services shifts from parents and teachers to students.

EXPECTED LEARNER OUTCOMES

1. Learners will define three terms associated with Section 504.
2. Learners will describe six protections provided by Section 504.
3. Learners will describe a fundamental difference between Section 504 and IDEA.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: Quote on Worksheet 3a	Group discussion	Worksheet 3a
2. Core material	Students take notes	Worksheet 3a
3. Learning activity: Role Play	Students role play "advisor" to "student"	Worksheet 3b
4. Summary, homework	Homework assignment	Worksheet 3c

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review main points of Lesson 2: The rights of students with disabilities to a free, appropriate, public education are guaranteed by what law? (IDEA) How long does that law protect a student? (until high school graduation) Any questions about the homework assignment? (reviewing personal IEPs)

2. State today's goal: Today we will begin to look at how a person's rights are still protected after graduating from high school.

3. Warm-up activity: Ask students to read the quote on Worksheet 3a. What does it mean to them? Does it describe a self-advocate? (Yes: Self-advocates collect as much information as possible on their topic and then figure out the best ways to explain their position to others.)

4. Present Lesson 3 Core Material while students take notes by completing Worksheet 3a.

5. Learning activity: The instructor leads a roleplaying activity, taking the role of "student." From information collected in class notes, students take on the role of advisor to provide the "student" accurate information. "Advisors" will find they do not have all the answers based on this initial collection of information. Discussion: What might they do about that?

6. Summarize, and assign homework. Use a search engine with Worksheet 3c to extend the practice of information collection.

7. State topic of next meeting: Next time, we will look at the legal protections available when you go to work and use community services.

LESSON 3 CORE MATERIAL

In the last meeting, we talked about how a

student's rights for a free, appropriate, public education are protected by a law called IDEA. In the next few meetings, we will look at other laws that protect a student with a disability after high school graduation.

Whether students go on to college, job training or work, there are two laws that will continue to protect their rights. Today we will talk about the Rehabilitation Act of 1973, which protects the rights of students while they are in college and job-training programs. Next time, we will learn about the Americans with Disabilities Act (ADA), which protects the rights of other parts of a person's life. We will see how each law provides different protections in order to provide overall protection and how each is different from IDEA.

The Rehabilitation Act of 1973 is the latest version of a law first passed to help soldiers who were disabled during World War I. Now it is used to protect the rights of all persons who have disabilities. The most important part of this law is Section 504, and that is what we will concentrate on here. Section 504 is very short (found on Worksheet 3a):

No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance. (Federal Register, 1973, p. 394)

This law applies to virtually all colleges and career training programs, since almost all receive federal assistance (money from taxpayers). There are some important definitions to understand here:

1. *Otherwise qualified handicapped individual* means a person who

meets the academic and technical standards required for admission or participation in a program.

2. *Academic standards* means the usual indicators of academic ability, such as grade point average, high school rank, and standardized test scores. If a program requires a B average, a student with hearing loss with a B average qualifies for that program.
3. *Technical standards* means all *non-academic* admissions criteria that are absolutely necessary for a student to complete a program. Examples include upper body strength for a firefighter and good vision for a surgeon. A program may require the "technical standard" of normal or aidable hearing if the safety of other people depends upon it.

Impact of Section 504 on College Students with HI

Section 504 provides some important protections for students with HI:

1. A student with HI may request that admissions tests (like the SAT) be given with a sign language or oral interpreter. A student with HI also may request written instructions if desired.
2. Colleges cannot ask students if they have a disability when they are applying for admission to a program.
3. Once students have been accepted by a college or job-training program, they will then be informed of the availability of services for persons with disabilities. They will be given the name of a person or office responsible for helping students.
4. While attending college, students with disabilities are guaranteed equal opportunity to participate and benefit from classes, programs, and extra curricular activities. Students with disabilities may substitute

some courses for graduation requirements if their disability prevents them from participating in those courses; for example, students with HI may substitute an art class for a music class, or a set of history courses for a foreign language requirement. In addition, instructors cannot impose rules that would limit participation; for example, instructors cannot prohibit tape recorders, FM systems, or interpreters.

5. Aids and services are available to students with disabilities, including help with registration, interpreters, tape recorders, FM systems, and other assistive devices; dorm modifications (for example, visual fire alarms and smoke detectors); campus and library orientations; and so on.

6. The costs of these aids and services are covered by the college and sometimes also Vocational Rehabilitation, not by the student or parents or guardians. In other words, these aids and services are free to students.

Why is This Important to Know?

There are two reasons students in high school need to know their rights if they are going to college.

1. When in college, it is the student's responsibility to get the services he or she needs. Throughout elementary and high school, teachers and other adults have been the persons responsible for making sure that a student is tested, taught, and given appropriate supports. But once a student starts college, no teacher has that responsibility. Even the people who run the "office for accessibility" are not responsible for looking out for students and making decisions for them. In college, the student must find that office and ask for what he or she needs. This is the big difference between IDEA and Section 504: The student is now the person in charge of getting what he or she needs to succeed. When students do not

know this difference between high school and college, they often struggle through several difficult semesters trying to figure out what to do.

Although parents are happy to help, **now is the time for the student to learn how to solve these challenges independently.**

2. When students do not know how to find the office of accessibility and obtain the services they need, they are more likely to drop out of college. The college drop out rate of students with HI is 71%, whereas the

dropout rate of students without disabilities is 47%. Students with HI who drop out from college often say that they feel like they are struggling all alone and do not know how to get what they need to succeed. Students who know from the beginning how to find the office of accessibility, know how to ask for the help they need, and know their rights are much better equipped to succeed in college. A college-bound student with HI needs to have this information to deal with the challenges of college. That is why this is important to know!

WORKSHEET 3a

Consider this quote:

"First seek to understand, then to be understood" (Stephen Covey).

Discuss with your class: Does this quote describe a self-advocate?

Section 504:

No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance. (Federal Register, 1973, p. 394)

Explain the following terms:

1. Otherwise qualified handicapped individual: _____

2. Academic standards: _____

3. Technical standards: _____

Six ways Section 504 helps college students with hearing impairment:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

WORKSHEET 3b

Role-Playing Activity: Teacher as "student" and student as "advisor." Teacher presents student's concerns, below. With notes from Worksheet 3a, what information can advisors share to answer this student's questions?

Student: I'd like to be a high school P.E. teacher and basketball coach, but that means I need to go to college. I have good grades but with this hearing loss, I don't think I can get into college. For one thing, there are some entrance exams. How would I take those?

Also: What if the college says they can't accept me if I tell them I have a hearing loss?

If I did get in, I'd be by myself with no one to help me.

What if I have to take a class that depends on hearing extra well, like music?

What if a professor won't allow me to use a note taker?

What if I can't afford a note taker?

WORKSHEET 3c

Summary

1. Section 504 of the Rehabilitation Act is a law that protects the civil rights of people with disabilities in many environments, including college settings.
2. Discrimination against persons with disabilities is illegal. For instance, a college cannot refuse admission to a qualified person only on the basis of a disability.
3. College students with hearing loss have a right to services that provide access to the school and classes. Sign language interpreters, note takers, and FMs are available at no cost to the student.

Homework

Remember the quote, "Seek first to understand, then to be understood." An important skill for a self-advocate is the ability to collect information in order to understand a topic well. Use the Internet to find out more information about Section 504 and college. Locate three additional pieces of information not included in your class notes and share them with your class.

Note: Not all websites are accurate or up to date. Which websites would you deem to be trustworthy, and why?

Make a copy of your search results and add it to your Self-Advocacy File, as well as the worksheets from this lesson.

LESSON 4

My Legal Rights When I Leave High School: ADA and Work

PURPOSE OF LESSON 4

This lesson provides basic information about the Americans with Disabilities Act (ADA), particularly its protections for persons in work settings and community services. Learners will compare and contrast the components of IDEA, Section 504, and ADA to see how each law contributes to the overall protection of the civil rights of persons with disabilities.

EXPECTED LEARNER OUTCOMES

1. Learners will give examples as to how ADA protects the civil rights of persons with disabilities with respect to public transportation, telecommunications, and public accommodations.
2. Learners will describe two protections for persons with disabilities in work settings.
3. Learners will define the differences and commonalities among IDEA, Section 504, and ADA.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: "For Your Eyes Only"	Students complete worksheet	Worksheet 4a
2. Core material	Students take notes	Worksheet 4b
3. Learning activity: Recognizing differences	Small group activity, large group discussion	Worksheet 4c
4. Summary, homework	Homework assignment	Worksheet 4d

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review main points of Lesson 3: The rights of students with disabilities in college are protected by what law? (Section 504 of the Rehabilitation Act) How does this law protect students? (It allows for testing accommodations, prohibits discrimination, requires equal access to all classes and programs, and guarantees necessary aids and services at no cost to students or parents/guardians.)

2. Warm-up activity: Read instructions for Worksheet 4a. "For Your Eyes Only" is a writing task that encourages students to be frank and also proactive, that is, to think ahead about issues that they may not have actually dealt with yet. Assure students that this activity is confidential.

3. Present Lesson 4 Core Material while students follow with notes on Worksheet 4b.

4. Learning activity: The class is divided into small groups and instructed to review their notes and worksheets from Lessons 2, 3, and 4 to complete Worksheet 4c. When small groups have finished, reconvene into large group; review answers and discuss rationale for choices.

5. Summarize, and assign homework (Worksheet 4d).

6. State topic for next meeting: Next time, we will look at how students prepare themselves to make the move from high school to college and work.

LESSON 4 CORE MATERIAL

Last time we looked at Section 504 and how it protects students' rights while they are in college. It is important to know that since it applies to all agencies "receiving Federal assistance," Section 504 also protects persons working in government jobs, like the post office, schools, courthouses, and so on, as well as college settings.

Because Section 504 does not apply to all settings, a law called the Americans with Disabilities Act (ADA) was passed in 1990 to "fill in the gaps." ADA protects the civil rights of people with disabilities in several areas, including the following:

- *Public transportation.* One easy-to-identify accommodation is ramps built for wheelchairs to access buses, trains, and planes. Another accommodation can be found in airports, where passengers can receive texted or captioned announcements, and departure/arrival times.
- *Telecommunications.* Accommodations that provide access to the telecommunications system include text alerts; relay telephone systems, TTYs, amplified phones, and fax machines; captioning of television programming and movies.
- *Access to public businesses and services* (for example, theaters, courthouses, banks, schools, museums, sports arenas, restaurants, hotels, and stores). These businesses have provided Braille menus, visual smoke detectors, assistive hearing devices, cash registers facing customers, and wheelchair ramps for persons with disabilities.

For our purposes today, we are interested in how ADA also provides protections to persons with disabilities in work settings. These protections include the following:

- *Protection against discrimination based on disability.* Employers may not refuse to hire or promote a person because of a disability when that person is qualified to perform a job.
- *Requirements to provide reasonable*

accommodations. Employees must make reasonable accommodations to allow a person with disabilities to perform the essential functions of the job. Reasonable accommodations for persons with HI often include amplified telephones, assistive listening devices, and visual alerting systems. If a sign language interpreter is needed, that cost is often covered by the vocational rehabilitation services in the community. (Note to instructors: Provide here relevant information regarding local services, including names of contact persons and organizations, phone/email addresses, etc.)

It is important to know that these requirements apply to employers who have 15 or more employees. When an employer has a very small business (fewer than 15 employees), these requirements may be too expensive. A law like ADA, while protecting civil rights for some persons, is not meant to be an *undue hardship* for others. An undue hardship is open to interpretation (like the term *appropriate* for IDEA), but it means a modification to a job that would result in significant difficulty or expense to a company. Most accommodations for persons with HI are not expensive and not considered undue hardships.

The protections of ADA are usually applied to persons who have graduated from high school, just like Section 504. However, sometimes ADA also helps students who are still in high school, for instance in the area of summer and part-time employment.

Additionally, a high school student in a wheelchair may not have any learning difficulties, so the protections of IDEA would not apply. However, that student may need some building modifications in order to use a school's restrooms, library, computer lab, or school bus. ADA guarantees that all persons have equal access to all parts of a public building, and so the school must make those modifications.



The Importance of ADA

Advocates for persons with disabilities worked hard to get ADA passed in order to protect important civil rights in two areas of employment: (a) to protect persons with disabilities against discrimination in hiring and (b) to provide accommodations to help people do their jobs. In the past, discrimination in hiring and lack of accommodation kept people with disabilities from working. With the combination of IDEA, Section 504, and ADA, the civil rights of persons with disabilities in every setting are protected.

WORKSHEET 4a

“For Your Eyes Only”

Envision yourself in a job or career you would like to have. What kinds of concerns might you have as a person with a hearing impairment? Take 5 minutes to write down your thoughts. These notes are private and confidential, "for your eyes only." Your teacher and classmates will not read them.

WORKSHEET 4b

Fill in the blanks:

ADA stands for: _____

The ADA was passed by Congress in _____

It protects the civil rights for persons with disabilities in the following areas:

1. _____ An example: _____

2. _____ An example: _____

3. _____ An example: _____

ADA also protects persons in private work settings in two ways:

1. _____

2. _____

ADA requirements to provide reasonable accommodations do not apply to small businesses that have fewer than _____ employees.

An *undue hardship* is _____

Give an example of how ADA is used for a person with a disability while still in school:

WORKSHEET 4c

Recognizing Differences

Using Worksheets from Lessons 2, 3, and 4, analyze the following statements and decide which law applies: IDEA, Section 504, or ADA. Be prepared to explain your answers.

Law	Statement
1. _____	Children with disabilities are guaranteed a free education at a public school.
2. _____	Reasonable accommodations are required at work settings for persons with disabilities.
3. _____	Colleges cannot charge students with disabilities for the cost of aids and services.
4. _____	Children who use wheelchairs are guaranteed access to all the rooms in their schools.
5. _____	The components of an appropriate education for children with disabilities are carefully described in an Individualized Education Program (IEP).
6. _____	Hotels must provide visual smoke detector alarms and TTYs upon request.
7. _____	A director of services for persons with disabilities is available on every college campus.
8. _____	An Individualized Education Program must describe annual goals for children with disabilities.
9. _____	Colleges cannot ask if a person has a disability.
10. _____	and _____ Persons with disabilities must seek out the aids and services they need for college and work and community services. (Number 10 has two answers.)

WORKSHEET 4d

Summary

1. The Americans with Disabilities Act of 1990 (ADA) protects persons' rights for equal access to public transportation, telecommunications, and public buildings.
2. ADA also protects against discrimination: A qualified person cannot be refused a job because he or she has a disability.
3. ADA requires employees to provide reasonable accommodations to perform a job.

Homework

1. All states are required to provide a telephone relay service. Research and write down the number to access this relay (the same number may apply to all below):

Voice: _____

TTY: _____

Visual access to manual communication: _____

2. Research: how are these services paid for?
3. Visit the Job Accommodations Network's website: <http://askjan.org/>

Find one piece of information not discussed in this lesson and share it with your class.

LESSON 5

Transitioning: Making the Move from High School to College and Work

PURPOSE OF LESSON 5

This lesson provides definitions and examples of the concept of transitioning from high school to postsecondary placements. It also describes the components of a Postsecondary Transition Plan, sometimes called an Individualized Transition Plan (ITP).

EXPECTED LEARNER OUTCOMES

1. Learners will define and give examples of transitioning.
2. Learners will explain key components of the transition section of IDEA.
3. Learners will review and evaluate a sample transition plan based on a case study.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: "What Change Can Feel Like"	Students complete worksheet	Worksheet 5a
2. Core material	Students take notes	Worksheet 5b
3. Learning activity: Study own or sample transition plan	Small group activity, large group discussion	Worksheet 5c
4. Summary, homework	Homework assignment	Worksheet 5d

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review main points of Lesson 4:
In what areas does the Americans with Disabilities Act of 1990 (ADA) protect civil rights? (Public transportation, telecommunications, and public accommodations) What does ADA say about employers and possible changes to a workplace in order to work with a disability? (Employers are required to make "reasonable accommodations" to the work environment.)
2. Discuss homework: what additional information was collected from the Job Accommodation Network, or other source?
3. Warm-up activity: "What Change Can Feel Like." From Worksheet 5a, lead a brief discussion with the class about a time of transition that has occurred in most students' lives (that is, moving from middle/junior high school to high school).
4. Present Lesson 5 Core Material while students follow with notes on Worksheet 5b.
5. Learning activity: Small groups discuss the case study on Worksheet 5c and evaluate a sample ITP. Reconvene small groups and compare evaluations in large-group discussion.
6. Summarize key points of Lesson 5. Assign homework (Worksheet 5d).
7. State topic for next meeting: Next time, we will talk about how to conduct a "personal inventory" to help you collect the information you need to be your own advocate.

LESSON 5 CORE MATERIAL

This lesson is about transitioning, which means moving from one situation to another. Besides "moving," transition also involves change. Every time there is a change in a person's life, ideally there is a time of

preparation, and then time to adjust to the change. While you are still in high school, you can prepare for the future changes in school and work. Planning for the transition helps you prepare for the changes.

The Individuals with Disabilities Education Act of 1990 (IDEA) has a specific section that requires students, parents, and teachers to prepare students for the move or the transition from high school to work and college. Look at Worksheet 5b for the exact wording of the law (amended in 2004):

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include: (1) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and (2) the transition services (including courses of study) needed to assist the child in reaching those goals. [34 CFR §300.320(b)]

The [National Dissemination Center for Children with Disabilities](#) helps us understand this complicated sentence by breaking it into components:

- Postsecondary goals must be appropriate, measurable
- Postsecondary goals must also be based on ... age-appropriate transition assessment
- Transition assessment includes what...? Training, education, employment, independent living skills, where appropriate
- Transition services include ... courses of study, focused on classes and experiences that relate directly to the student's post secondary outcome goals.
- Transition services for a student are those that the student needs... to

assist the child in reaching those goals

- What goals? Postsecondary goals.

The U.S Department of Education has more specific details about [transition services](#), indicating that the IEP team (which now includes the student) needs to develop a coordinated set of activities that:

- Should be results-oriented (focused on improving academic and functional achievement to help a student move from school to post-school activities)
- Must be based on the student's needs, to include strengths, preferences, and interests; and
- Should include instruction, related services, community experiences, and the acquisition of daily living skills.

IDEA now says that students must be invited to attend their IEP team meeting when discussing postsecondary goals and services. This required attendance means students must be prepared to contribute to the meeting, and ideally even lead parts of the meeting. The remaining lessons in this

book are designed to prepare a student for this role.

Each state has its own form to document the transition plan, and the form has a variety of names. For convenience, here we will call it the Individualized Transition Plan, or ITP. Students will need to use their school's form for this lesson; additionally, a sample is included here as a point of comparison.

Transitions: Not Just About College and Work

Transition plans may be very flexible and may include more than concerns about education and employment. Other issues that are frequently discussed include:

- leisure pursuits/recreational activities
- community involvement
- personal relationships
- personal responsibilities
- health
- management of finances

These issues can be developed in the transition plan if they are interests and concerns identified by the student, parents, and teachers.

WORKSHEET 5a

“What Change Can Feel Like”

Take a moment and think about the year you moved from middle school (or junior high school) to high school.

What did you expect at your new school?

What happened that you didn't expect?

Did you feel prepared for the change? If you did feel prepared, why? If not, what might have helped?

This change in schools was a transition, which means a move from one situation to another. Discuss these questions about this and other transitions with your class and teacher.

WORKSHEET 5b

Transitioning: Making the Move from High School to College and Work

Transitioning means: _____

From IDEA: *Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include: (1) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and (2) the transition services (including courses of study) needed to assist the child in reaching those goals.* [34 CFR §300.320(b)]

What exactly does this mean? Phrase by phrase:

1. When do the student and IEP team need to have a transition plan in place? _____

2. Can it be changed? _____

3. What are “age-appropriate transition assessments?” Give an example from your own experience, if applicable: _____

4. What “transition services” do you think you will need? _____

Other interests that can be included in an IEP transition plan: _____

WORKSHEET 5c

Read the following case study of Pedro. Look at his ITP (Figure 5.1) and determine if it is helping him achieve his goals. Is there more we could add?

Pedro

Pedro is a junior in high school. He is a very good cook and would like to be a professional chef, perhaps for a resort or a cruise ship. He would like to start on his career choice as soon as possible and would like to get some experience or training in his senior year. He has told his parents of his interests, as well as his favorite teacher, Ms. Thompson.

Figure 5.1	
Individualized Education Program Post Secondary Transition Plan, Page One	
Student Name: _____	IEP Meeting Date: ___/___/___
Current Grade Level: _____	Expected Date of Graduation: ___/___/___
Evidence of involving student & related agencies: <i>Identify method(s) of outreach to student and interagency partners, e.g., letter/date, phone call/date, email/date</i>	
List Age Appropriate Transition/Vocational Assessments (by name of the Assessment and the Date Administered):	
Brigance Life Skills/ Employability Skills Inventory 8-25-09	
Summary of Assessment results (what we learned about the student):	
Student showed strong preferences for careers in the culinary / food service occupation strands. Additionally he demonstrated high capacity for social interaction and visual tasks. Career exploration should connect all these assets and be encouraged to develop expertise/employment within the food service / hospitality industry.	
Student's post graduation expected outcomes	
To complete training in the culinary arts and find full time employment in the field.	
Post-Secondary Employment Outcome (required):	
The summer after leaving high school, student will obtain a full-time position in a community retail environment to save up for college courses.	
Post-Secondary Education or Training Outcome (required):	
Upon completion of high school, student will enroll in courses at the community college in his area of interest.	
After completing his 2-year degree, he will apply to a cooking institute for additional training.	
Independent Living Outcome (as appropriate):	
Upon completion of high school, student will independently manage his finances (bills due, student loan applications, car insurance, etc.)	
Page ___ of ___	
Form 5	

Individualized Education Program Post Secondary Transition Plan, Page Two				
Coordinated, Measurable, Annual Transition Goals based upon student preference, interests and required transition assessments listed above.	Progress Review Dates			
<p>1. Part-time employment, work experience in senior year 2. Job shadowing in senior year 3. Practice in resume writing and interviewing skills</p> <p>Community Employment Goal (required):</p> <p>Vocational Training Goal (if needed): (“pre-employment” skills). The student may need to spend time with an SLP to maintain clear, appropriate speech and good eye contact while talking to co-workers and customers.</p> <p>Post-Secondary Education Goal (if appropriate, if not indicate with an N/A): Two-year degree and advanced career training.</p>				
Page ___ of ___ Form 5				

WORKSHEET 5d

Summary

1. Transitions mean making changes, and making changes usually requires some adjustments to differences in location, people, activities, and responsibilities.
2. When students leave high school, they will face changes in school and work. IDEA helps students prepare for the transition by requiring a plan that helps them look ahead, research options, and work with people from the community as needed.

Homework

Ask your teacher to provide you a blank copy of your school's version of a postsecondary transition plan. What information do you need to obtain in order to actively participate in your transition meeting discussion? Write down at least one general question, and one specific question to discuss in the next class.

For More Information on Secondary Transition:

[Guide to Access Planning \(GAP\)](#)

[National Career Development Association](#) to download Career Development Guidelines

[National Center on Secondary Education and Transition: Key provisions on transition, comparing IDEA of 1997 to IDEA '04](#)

[National Secondary Transition Technical Assistance Center](#)

UNIT EVALUATION: QUIZ 2

Knowledge is My Power Base

Complete the following sentences using these terms:

ADA	IDEA	IEP
Section 504	ITP	

1. _____ This law protects a student's right to a free appropriate public education.
2. _____ This serves as a communication vehicle or contract for special education services and student goals from preschool to high school graduation.
3. _____ This law helps students obtain appropriate services in college at no charge.
4. _____ This describes plans for transitioning from high school to college, work, or job training programs.
5. _____ This law provides protections for the civil rights of persons with disabilities in the areas of public transportation, telecommunication, and access to public buildings like hospitals and restaurants.

True or False?

6. _____ When college students don't find the supports they need, they are more likely to drop out.
7. _____ A college can refuse to admit a qualified applicant if that person has a disability.
8. _____ An employer can refuse to hire a qualified job applicant because he has a hearing loss.
9. _____ When a student graduates from high school, it becomes the parents' responsibility to obtain services and aids at college and work settings.
10. _____ When a worker with a hearing loss requests a captioned telephone from his or her boss, the request can be considered a reasonable accommodation.

UNIT 3

Personal and Interpersonal Skills For the Self-Advocate

OVERVIEW OF UNIT 3, LESSONS 6-9

In the next four lessons, students will learn useful personal and interpersonal skills to help them apply their new self-advocacy knowledge base to their lives. Students will develop some strategies to help them clarify their goals and identify their needs after high school. They will learn how to express their needs in clear, assertive, and effective ways; to discuss differences of opinion; and to obtain positive results. Because of the nature of the materials in Unit 3, these lessons include less core material and more interactive discussions and problem-solving activities.

CONTENTS OF UNIT 3

Lesson 6: Setting Goals, Identifying Needs

Lesson 7: Expressing My Needs Effectively

Lesson 8: Negotiating with Others

Lesson 9: Resolving Problems

Unit Evaluation: Quiz #3

LESSON 6

Setting Goals, Identifying Needs

PURPOSE OF LESSON 6

This lesson guides students through a process called “needs analysis” to help them identify what they want to do and how they want to do it. The lesson demonstrates the relationship between establishing goals and identifying what is needed to meet those goals.

EXPECTED LEARNER OUTCOMES

1. Learners will give two examples to explain how to set goals and determine needs.
2. Learners will apply an analytical approach called “needs analysis” to determine the needs involved in reaching both a group and a personal goal.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: “To Make a Sandwich”	Students volunteer answers	Board work
2. Core material	Students take notes	Worksheet 6a
3. Learning activity: Group project	Students collaborate on class goal, needs	Worksheet 6a
4. Summary, homework	Homework assignment	Worksheets 6b

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review Quiz #2 and main points of Lesson 5: Last time, we looked at transitioning from high school to work and college and how the law protects your rights. From information about IDEA, ADA, and Section 504, we have developed a basic knowledge base about how the law protects our rights. However, knowing about the law is just the first step. We also need "know-how," that is, how to apply our knowledge when working with other people. We need "people skills" that will help us put our knowledge base to work for us.

2. State today's goal: Today you will learn the first step in applying your new "knowledge base" of self-advocacy information to your life. That step has two parts that go together: (a) Set a goal, and (b) identify what you need to meet that goal. This process is called *needs analysis*. A needs analysis helps you figure out what you need to do. We will look at this process by designing a class project and individual projects.

3. As a warm-up activity, we have a very simple version of a needs analysis. The activity is called "To Make a Sandwich." Write on the board, "To make a sandwich, we need ..." and ask students to describe every need involved, in no particular order, in making a sandwich. Examples: We need to decide how many people the sandwich is going to feed. We need to decide on the kind of sandwich; then we know what kind of ingredients we need (bread, cheese, mustard). Do we need to buy the ingredients? Do we need money for the purchase? We need a knife; we need to place the cheese on one piece of bread and mustard on another; we need to assemble the sandwich, cut it, place it on a plate, etc.

Write down each idea, and when done, ask how to prioritize these needs: which need should happen first, which need

comes next? Summarize as follows: To make a simple sandwich, there are many needs that you already know about, but to collaborate with others, it needs to be discussed. The more complicated the goal, the more discussion we need.

4. Present Lesson 6 Core Material while students complete Worksheet 6a.

5. Provide practice with new information: We will practice how to do a needs analysis by working through a group project together. On Worksheet 6b, let's decide on one goal that could be considered appropriate for our school. [Note to instructor: The goal for this activity must necessarily be individualized to each school setting. It is recommended that the instructor select a goal from the following suggestions or ask students collectively to agree on a goal. Suggestions include obtaining a captioned telephone for student use; establishing a sign language club or a sign language student program; obtaining a supply of no-carbon-required (NCR) paper for note takers; acquiring audiological services to check amplification devices; etc. Goals should be relevant to experiences of students with hearing impairment, consistent with students' new knowledge base, and supportive of self-advocacy development.]

Write our goal on the top line, and then notice that there are eight lines underneath it. Take 10 minutes and independently consider the question: What would we need to do to achieve this goal? Write down any ideas you have, and don't worry about what particular order they come to you. Some starting points to consider: For example, if our goal is to obtain a captioned phone for the school, you could start with, "We need to find out if the school already has one somewhere, but has not installed it." From there, what would you need to do? [Note to instructor: Other "needs" for most goals might include the following: we need to decide whom to ask for help; we need to

submit our request to the principal; we need to know how to explain the rationale for this project; we need to find out if the project involves a cost, and if, figure out how to pay for it; etc.]

6. Ask students to share their answers, and write all on the board. Achieve group consensus on priorities: Which of these needs must occur first? Second? Third? Would the group like to pursue this goal?

7. Summarize by reviewing notes taken on Worksheet 6a, and describe the homework assignment (Worksheet 6b). The homework assignment is to conduct a needs analysis for a personal goal: going to college (and paying for college); earning money for travel; learning a trade, skill, or vocation; getting a job; achieving other short-term or postsecondary goals. Students are to follow the same instructions provided in the group project: identify a personal goal, and determine what to do to achieve that goal.

Students will also ask themselves whether they feel prepared to meet this need on their own or whether they would prefer to seek help. Students should be prepared to talk over their needs analysis with a peer in class the following meeting.

8. State topic of next meeting: Next time we meet, we will talk about the next step in becoming a self-advocate: learning how to express your needs clearly.

LESSON 6 CORE MATERIAL

In the last few lessons, we worked together to develop a knowledge base (a set of ideas and information) that describes our topic of self-advocacy. However, learning all these ideas and information is just the first step to actually becoming an advocate for yourself. The next step is learning how to put that knowledge into action. The next four lessons use action words: identifying, expressing, negotiating, resolving. Accomplishing these

kinds of actions requires effective personal and interpersonal skills, which means the ability to work with other people and achieve one's own goals while maintaining agreeable relationships.

To start, today we will look at how to identify one's needs as they relate to a goal. People who achieve their goals always agree on one thing: Reaching their goals doesn't happen by accident; it happens by planning. This truism applies to all successful persons, whether the goal is to earn an Olympic medal or to get an A in math class. One of the most memorable examples of goal setting was one from President John F. Kennedy. [In 1962](#), he announced that the United States would put an astronaut on the moon by the end of the decade. With that straightforward goal in mind, the National Aeronautics and Space Administration (NASA) focused their efforts – and in 1969, the country watched Neil Armstrong take his first step on the moon.

Before an astronaut could walk on the moon, however, the scientists, engineers, and planners at NASA had to decide what they needed to do to reach their goal. Starting with their goal, they “planned backwards.” They realized they needed new inventions, new technologies, better computers, trained experts in several fields, money. This process of deciding what you need to meet a goal is called *needs analysis*, and it is where most successful plans start.

What other goals can you think of that would require a needs analysis? [Examples for discussion: To be a good athlete, your need to stay healthy, work out, practice, listen to your coach. To be a strong student, you need to study, do your homework, ask questions, get enough sleep. To get a job, you need to know how to fill out a job application, write a resume, obtain an interview, show your qualifications.]

WORKSHEET 6a

1. *Knowledge base* means: _____
2. After developing a knowledge base, the next step for a self-advocate is to learn how to put that knowledge into _____

Where to start? Set a goal, identify needs. An example from history:

3. What did President John F. Kennedy do? _____
4. What did NASA do? _____
5. The process of identifying what you need to accomplish your goal is called: _____

Setting a goal, identifying needs. An example from class discussion:

6. Goal: _____
7. Needs: _____

WORKSHEET 6b

Summary

1. A knowledge base is at its most useful when one knows how to put the new information into action. Putting knowledge into action requires personal and interpersonal skills. The first skill is a personal one: "Know what you want" means to identify a goal.
2. Once a goal has been identified, one needs to determine how to reach that goal. This process is called *needs analysis*. Another way to say this is, "Know what you need to get what you want."

Homework

My goal after I graduate from high school: _____

What do I need to achieve this goal? Indicate each step you need to take, and also whether you can manage it by yourself or need help.

- | | | | |
|----|---------------------------------------|-----------|-----------|
| 1. | _____ | | |
| | I believe I can do this (circle one) | By myself | With help |
| 2. | _____ | | |
| | I believe I can do this (circle one): | By myself | With help |
| 3. | _____ | | |
| | I believe I can do this (circle one): | By myself | With help |
| 4. | _____ | | |
| | I believe I can do this (circle one): | By myself | With help |

Next time in class, you can talk over this needs analysis with a classmate to see if you have thought of everything.

Add these worksheets to your Self-Advocacy File.

LESSON 7

Expressing My Needs Effectively

PURPOSE OF LESSON 7

This lesson encourages students to consider different ways to express one's needs and to determine the effectiveness of each approach. Students will also learn how to take assertive steps to clarify communication when misunderstandings occur because of hearing loss.

EXPECTED LEARNER OUTCOMES

1. Learners will describe differences between three approaches that express personal needs and the likely reactions each approach would generate.
2. Learners will demonstrate three strategies that can "repair" communication breakdowns.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: "Three Ways to Order Lunch"	Students perform, evaluate skits	Index cards, Worksheet 7a
2. Core material	Students take notes	Worksheet 7b
3. Learning activity: When misunderstandings occur	Student discussion	Worksheet 7c
4. Summary, homework	Review notes	Worksheet 7d

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review main points of Lesson 6: Last time, we talked about how to identify goals and how to conduct a needs analysis to figure out the steps you need to take to reach those goals. We worked on a proposed group project, and in your homework assignment you identified a personal goal and considered what you need to achieve that goal. [Note to instructor: If time allows, ask students to discuss their homework with a study partner or with the class.]

2. State today's goal: Today you will learn how to express your needs clearly so that others will understand what you want and will **also** react in a positive way to your requests.

3. As a warm-up activity, ask students to present three very brief skits, with dialogue printed on index cards. Before starting, introduce the concept of "different ways of doing things" as follows. As we know, there are different ways to do things; for example, you may read all the instructions for a new video game before starting, or you may play the game first and refer to instructions only when you don't understand something. Some people read a recipe first and then buy all the ingredients, while other people buy the freshest food at the store and then decide how to cook it. (Other examples: eating slowly or fast; exercising on a regular or random schedule.)

Sometimes how you do something doesn't matter, but sometimes it can make a big difference. For example, let's look at three different ways a person might order lunch. [Ask for three volunteers to read/act out the following scenarios jotted down or cut/pasted to index cards, after which other students record their reactions and thoughts on Worksheet 7a.] In each scenario, the student approaches an imaginary counter at

a fast food restaurant and orders a meal.

Scenario 1. "I want a cheeseburger, and I want it now! Don't make me wait like you always do. Last time you forgot to give me fries, so don't forget this time. I can't believe how bad the service is here, and the food is terrible too! [Receives order.] Hey, you forgot to give me a drink. Well, even if I didn't ask, you should know I want one. This place is pathetic."

Scenario 2. "Excuse me, when you have a minute, can I order? I'd like a cheeseburger, no onions, and fries. [Receives order.] Wait, this hamburger doesn't have any cheese, and it's loaded with onions. I can't eat this; the onions will make me sick. And I paid for the fries, but there aren't any here. Never mind, don't trouble yourself; I'll just eat what you gave me. Have a good day."

Scenario 3. "Hi, I'd like a cheeseburger, no onions, and fries, please. [Receives order.] Excuse me, but there's been a mistake: There is no cheese on my hamburger, and it has onions. Please exchange this for the type of hamburger I ordered. Also, my order of fries is missing. Thank you for taking care of the problem."

4. Present Lesson 7 Core Material while students complete Worksheet 7b. What kind of real-life situations have they observed where problems were managed with aggression, passivity, or calm assertiveness?

5. Provide practice with new information: Ask students to demonstrate the three approaches to requests (aggressive, passive, and assertive) by acting out strategies from Worksheet 7c to repair communication breakdowns.

6. Summarize: Today we learned about three approaches to expressing your needs and how some approaches work better than others. We also learned that a person with a hearing loss can be assertive in repairing communication breakdowns.

Tonight's homework assignment is to write a short story about being assertive. You can consider it confidential, to go into your personal file.

7. State topic of next meeting: Next time we meet, we will talk about what to do when a disagreement occurs, not because of hearing loss but because of a difference of opinion.

LESSON 7 CORE MATERIAL

Last time we were together, we looked at how you could identify your needs to help you meet your post-high school goals. Setting a goal and identifying needs are *personal* skills, which you apply to yourself. Today we will talk about some *interpersonal* skills, which affect how you interact with others. Specifically, today we will look at how to express your needs, with two purposes: (a) to be understood by others and (b) to obtain their cooperation and support.

The first scenario we just saw is meant to depict an *aggressive* approach: one that insists on one's own rights but disregards others' rights (in this case, the counter help's right to be treated courteously). An aggressive person is belligerent or rude, insensitive to others, and assumes no responsibility if there is a misunderstanding. Instead, an aggressive person may expect others to be mind readers, and blame them when they are not. An aggressive approach may initially help a person get what he or she wants, but because other people's rights are not considered, it is not an approach that will inspire any cooperation or support in the future.

The second scenario depicts a *passive* approach. A passive person allows others to infringe on his or her rights because the person is too concerned about being liked by others. A passive person uses a meek or timid tone of voice or signing style, is oversensitive to what others think,

and assumes full responsibility when there is a misunderstanding. A passive approach may result in being liked, but it will also result in not getting what one wants or needs.

The third scenario depicts an *assertive* approach. An assertive person knows that he or she has the right to express personal preferences or needs but also respects other people's rights. An assertive person uses a pleasant tone of voice or signing style, makes eye contact, and presents reasonable and specific requests. An assertive person assumes that clear communication is a shared or mutual responsibility and is willing to clear up the misunderstanding with courtesy but also firmness. An assertive approach helps people get their needs met because the approach is clear and reasonable. Because it is also respectful of others' rights, an assertive approach also lays the groundwork for positive interactions with others in the future.

Some people know how to be assertive without thinking about it; it comes naturally to them, or they have noticed how it works for others and they have taught themselves how to use this approach. Your homework assignment will help you decide which approach you use most often. If you find your approach is more naturally aggressive or passive, you can learn how to be assertive in upcoming lessons.

About Misunderstandings

Even if one is respectful and assertive in expressing one's needs, misunderstandings happen all the time. We said before that an assertive person does not try to blame anyone for the misunderstanding but will try to work with others to clear up the problem.

One reason a misunderstanding may occur is because a hearing loss interfered with the communication. One of the most

common ways people try to repair a communication problem is to say, "What?" Although it is a logical approach, it may not work very well; the other person will probably repeat exactly what he or she said before, providing no clarification of the misunderstanding. Other times, a person may just pretend to understand and hope to figure it out later; or a person may just give up on the conversation and start thinking about other things.

A more effective and assertive way to repair communication problems is to assume part of the responsibility of the communication. For example, instead of saying, "What?" it can be more helpful to say, "I heard you say you want to meet me after school to study, but *where* do you want to meet?" With this approach, you repeat the parts that you did understand and let the person know the part that you did not understand – you are sharing the responsibility of the communication.

Other variables that can interfere with your communication can be controlled as well. [Note to instructor: Seek out students' suggestions first, since they may already be practicing them]:

1. Pay attention to the noise around you, and either turn down the volume of the noise or move away from it.
2. Shorten the distance between you

and others so that you can speechread them better.

3. Remind people to look at you so that you can speechread, and their voice gets directed to your hearing aids or implants.

It is important to remember that most persons who do not have a hearing loss usually know nothing about it. Even when they learn these strategies are helpful, they tend to forget. As a self-advocate, it helps to be generous about people's forgetfulness and "assume good will" (as psychologist Carl Rogers would say).

A final word about assertiveness: many people with experience in managing misunderstandings often recommend, "*Pick your battles.*" What does that actually mean? [Note to instructor: determine student understanding about this concept and then expand/clarify any misconceptions.] Do we always need to be assertive about every issue? Or can we let some things go?

Of course, not all misunderstandings are caused by a hearing loss. Sometimes, after presenting your needs in an assertive and reasonable manner, you may still not be well understood. This may be because of a genuine difference of opinion between you and the person you are working with. When that is the case, you need some skills in negotiating, which will be the topic for our next meeting.

WORKSHEET 7a

Three Approaches to a Goal: Ordering Lunch

1	2	3
How did the customer act?	How did the customer act?	How did the customer act?
How will the counter person probably react?	How will the counter person probably react?	How will the counter person probably react?
Will the counter person want to help me next time?	Will the counter person want to help me next time?	Will the counter person want to help me next time?

WORKSHEET 7b

Setting a goal and identifying needs are _____ skills.

An _____ skill affects how I interact with others.

There are two purposes in clearly stating what I need:

1. _____
2. _____

The approach used in Hamburger Order #1 is called _____

Describe: _____

The approach used in Hamburger Order #2 is called _____

Describe: _____

The approach used in Hamburger Order #3 is called _____

Describe: _____

What does it mean to “pick your battles?”

Example: _____

WORKSHEET 7c

Sometimes misunderstandings occur because of a hearing loss. There are a variety of communication repair strategies.

Three strategies that are not very helpful:

1. _____
2. _____
3. _____

Three strategies that may be more helpful:

1. _____
2. _____
3. _____

How would people react if these strategies were presented aggressively, passively or assertively?

WORKSHEET 7d

Summary

1. We try to express our needs as clearly as we can in order to get others to understand us **and** to obtain their cooperation and support.
2. We can express our needs in aggressive, passive, or assertive ways. Aggressive and passive people can be difficult to work with; assertive people try to be both reasonable and firm.
3. Misunderstandings may be the result of a hearing loss. There are ways to repair the misunderstanding that show your partner that you are working with him or her to resolve the problem.

Homework

“A Short Story About Me”

Describe a time when you faced a difficult situation:

Situation: _____

What I did: _____

How other people reacted: _____

I would describe my approach to this situation as (check and answer one):

Aggressive. Next time I would try: _____

Passive. Next time I would try: _____

Assertive. Do I need more practice? _____

LESSON 8

Negotiating with Others

PURPOSE OF LESSON 8

This lesson gives students some basic information about negotiation: how to recognize when negotiation is necessary, how to negotiate fairly, and how to negotiate effectively.

For more information about negotiation, the instructor may want to read the following book:

Fisher et al. (2011): *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.).

EXPECTED LEARNER OUTCOMES

1. Learners will give examples of two kinds of negotiation standards (objective versus subjective standards).
2. Learners will apply four strategies to conduct "win-win" negotiations.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: "What to do on a Friday night"	Students complete worksheet	Worksheet 8a
2. Core material	Students take notes	Worksheet 8a
3. Learning activity: "Martina needs help with phones at work"	Students role play, evaluate techniques	Worksheet 8b
4. Summary, homework	Homework assignment	Worksheet 8c

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review main points of Lesson 7: Last time, we looked at some strategies to use to express your goals and needs clearly. We also talked about some ways to clear up misunderstandings that occur due to hearing problems.

2. State today's goal: Sometimes a person understands a request but has ideas that are different from yours. When that is the case, it is necessary to talk about the differences and work out an agreement. Today you will learn another interpersonal skill: ways to reach an agreement through *negotiation*.

3. As a warm-up activity, ask students to read the scenario on Worksheet 8a and write down two different solutions. [Possibilities: One friend might get mad and refuse to negotiate (aggressive approach); one friend might agree to do what the other wants, just as he agrees every time (passive approach); the two might agree to let one choose this time and the other choose the next time, or agree to go to the game on Friday night and the movie on Saturday night (assertive or fair approach).] Ask students to discuss their solutions and introduce the topic of negotiation as a process of working out an agreement.

4. Present Lesson 8 Core Material while students complete Worksheet 8a.

5. Provide practice with new information: Organize students into three groups and ask them to present three solutions to the scenario described on Worksheet 8c. Lead them toward an understanding of each approach:

Passive: Martina meekly accepts boss's decision as the final word.
Consequences: She continues to experience a great deal of trouble on the phone, feels very upset about her poor performance, eventually gets confused about a telephone

conversation, makes a big mistake, and gets fired. Or, she gets so discouraged she quits.

Aggressive: Martina blurts out: "Oh yeah? Well, tough luck, boss, you *have* to get me a captioned phone or I'm calling a lawyer!" *Consequences:* Boss is very offended at being yelled at, resents being threatened, and now sees Martina as a troublemaker. She will not be willing to work with Martina, and will look for opportunities to fire her.

Assertive: Martina says, "True, there is no phone line near my desk, but I still need your support in working this out. I have researched a couple possible solutions that could help, because I really want to do my best work here. Is this a good time to discuss options?" *Consequences:* Mrs. B is not feeling attacked; she appreciates that Martina has assumed the responsibility of developing some suggestions, saving her time and effort. She is ready to see that a real problem presents itself and requires a real solution. She is therefore more open to working with Martina.

6. Discussion: Ask the class to evaluate the effectiveness of each approach by answering the questions on Worksheet 8b.

7. Summarize: Today we learned about working out an agreement with others. We talked about using an objective standard and using four win-win negotiating techniques. Your homework assignment is to interview an adult about his or her experience in negotiating.

8. State topic of next meeting: Next time we meet, we will talk about resolving problems with people who are not easy to negotiate with.

LESSON 8 CORE MATERIAL

Negotiation means a back-and-forth communication used to reach an agreement.

Example	Objective	Subjective
The price of a used car	Data reported in consumer magazine	Sentimental value: first car; happy memories of a road trip vacation
The value of a house	Opinion of professional appraiser	Should include "sweat equity" of new paint, garden
The need for an interpreter	Protected by law	A nice idea if we can afford it

We negotiate with others all the time. One of the best examples is ordering a pizza. Almost everyone has different favorite toppings, and some agreement has to be reached in order to share an order.

Negotiation is not needed when two sides are in exact agreement. If a coach says that two hours of practice is required to stay on a team, and you want to stay on the team, then you and the coach have the same idea and do not need to negotiate this requirement.

But the more we work with groups of people, the more differences we discover and have to work out. When you worked with a group of students to identify a goal for the school for Lesson 6, you negotiated with your group members to decide what to do and how to do it.

Negotiating is often seen as a "win-lose" situation: It may seem that one side has to get everything it wants, and the other side gets nothing of what it wants. There is another way to negotiate, however: You can look for a "win-win" situation, where both sides are reasonably happy with an agreement. In a win-win agreement, you can develop a positive, productive working relationship between sides, rather than a negative, adversarial ("me versus them") relationship.

A win-win negotiating approach means that the two parties focus on issues that are based on an *objective* standard rather than a *subjective* standard. An

objective standard is determined by an independent source; a subjective standard is determined by personal considerations. Above you will find three examples that show the differences.

Using an objective standard helps negotiators stay focused on the issue (costs, job requirements) rather than on people's feelings. Staying focused on the issue helps keep negotiations fair and uncomplicated.

Four negotiating strategies

There are many techniques to use when working with someone to reach an agreement (negotiation). Here are four that are easy to learn:

1. *Create options.* Be creative. Be prepared to generate a variety of solutions to consider, rather than focus on one and only one solution. When you show that you are willing to consider a range of possibilities, the other person is more likely to be flexible as well, and it becomes much easier to work out an agreement together.

2. *Put yourself in the other person's shoes.* Try to better understand the other person's position. Understanding the other person's concerns will help you come up with creative solutions.

3. *Use "I-first" language.* This means directly stating or explaining what you want, rather than insisting that the other person do what you want.

Examples of “I-first” and “You-First” language:

I-first	You-first
I will require this	You need to get me this
I need this	You have to do this for me
I have to have this	You must arrange for this

4. *Use assertive listening.* Assertive listening means listening carefully and with respect, using eye contact and "open" body language, because you want to show that you are working hard to understand the other person's point of view as well as trying to get your own point across. How you react to a person's comment will have a direct effect on his or her next comment.



Examples of effective and ineffective reactions:

Effective Reactions	Ineffective Reactions
Let me see if I understand what you're saying...	What? Are you nuts?
You're saying ... Do I have that right?	No way, I won't agree to that.

Conclusion

Learning to negotiate, and learning how to do it fairly and effectively, takes a lot of practice. Do not get discouraged if you have trouble at first. But keep trying, because it is an important skill for a person who wants to protect his or her rights at work and at school.

WORKSHEET 8a

Scenario:

Two friends want to go out on a Friday night. One friend wants to go a movie; the other friend wants to go to a basketball game. How can this be resolved?

Describe either an aggressive or passive approach:

Describe an assertive or fair approach:

The skill used to arrive at an assertive and fair approach is called: _____

What is a “win-win” outcome? _____

Objective standard means: _____

Subjective standard means: _____

Example	Objective Standard	Subjective Standard

Four techniques I can use in “win-win” negotiations:

1. _____
2. _____
3. _____
4. _____

WORKSHEET 8b

“Martina Needs Help With Phones at Work”

Scenario: Martina has started a new job as a paralegal in an insurance company. Usually, she uses a telephone coil with her hearing aids, but for this job she is worried that she might miss important details while talking to attorneys about claims, especially if they are using cell phones with intermittent signal. She realizes that in order to avoid mistakes, she will need details in writing, using either a phone with captioning, or a company cell phone dedicated to confidential texts or emails. She knows she is not permitted to use her personal phone for company business because of the confidential nature of the communications.

She explains the situation to her boss. Mrs. Barberton looks around and says, "I don't think we can help you with either idea. For one thing, when we moved to this new building, we put everyone on wireless handsets or headsets, so there are very few phone lines in the walls now. There certainly are none by your desk for a captioned phone."

Group 1: Develop a response that would demonstrate a *passive* approach to the situation. Present to the class, and describe the likely consequences of this approach.

Group 2: Develop a response that would demonstrate an *aggressive* approach to the situation. Present to the class, and describe the likely consequences of this approach.

Group 3: Develop a response that would demonstrate an *assertive* approach that includes an effort to negotiate. Present to the class and describe the consequences of this approach.

Discuss the following conversation:

- MARTINA: I could use the desk over there by that phone line. Or if that won't work, we could install a phone line here by my desk.
- MRS. B: That could be expensive.
- MARTINA: Yes, there is some expense to installing a line, as well as in buying the captioned phone. We could ask Vocational Rehabilitation (or other agency) to help with the cost.
- MRS. B: Maybe. I just don't know.
- MARTINA: A bit of a hassle, I know. I also mentioned the option of obtaining a company cell phone used strictly for the use of confidential texts, but according to my research, that costs even more per month. I have no preference, but I do need help, and either solution would be considered a reasonable accommodation, something described in the Americans with Disabilities Act. Do you have other suggestions?

Did Martina use an objective or subjective standard for her request? Did she create some options? Put herself in Mrs. B's shoes? Use "I-first" language? Use assertive listening?

WORKSHEET 8c

Summary

1. Negotiation is a back-and-forth discussion used to reach an agreement with two parties that have different ideas about an issue.
2. "Win-win" negotiation is possible when the issue is based on an objective standard.
3. Four techniques will help a person negotiate: developing options, considering the other person's point of view, using "I-first" language, and "listening assertively" (carefully and with respect).

Homework

Interview an adult (family, teacher, etc.) with these questions:

1. Can you describe an incident in which you had to negotiate with someone else?
2. Did it feel like a win-lose situation or a win-win situation? Why?
3. Have you ever tried the four techniques described in this lesson? (Explain these, listed in Summary Point #3 above.) If yes, what seemed to work? If not, do you think they would have worked?

Add these worksheets to your Self-Advocacy File.



LESSON 9

Resolving Problems

PURPOSE OF LESSON 9

This lesson provides students with some strategies to use if negotiations seem to reach an impasse. Students will learn follow-up steps to take if their negotiating partner says no.

For more information about principled problem solving, the instructor may want to read the following book:

Fisher et al. (2011): *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.).

EXPECTED LEARNER OUTCOMES

1. Learners will analyze four problem-solving strategies with respect to a closed case study.
2. Learners will develop a set of strategies for an open-ended case study.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: "Thomas at College"	Students read, reflect on case study	Worksheet 9a
2. Core material	Students take notes	Worksheet 9b
3. Learning activity: "Thomas, Part II"	Students read Part II, discuss questions	Worksheet 9c
4. Summary, homework	Homework assignment	Worksheet 9d

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review main points of Lesson 8: Last time, we talked about four strategies that can help you negotiate an agreement with another person. Our four negotiating strategies are (a) create options, (b) put yourself in the other person's shoes, (c) use "I-first" language, and (d) listen assertively.

2. State today's goal: We also talked about how everyone needs practice in negotiating. But even people who are experienced at negotiating encounter situations that do not resolve easily, when the answer seems to be just plain no. Today we will talk about four problem-solving strategies to use when someone does not seem willing to work with you.

3. As a warm-up activity, ask students to read the case study on Worksheet 9a and briefly write answer to the questions. Then ask students to discuss their answers, particularly to question 3, "Why would the instructor say no?" Possibilities: She never saw an FM before and is uncomfortable with new technology; she misunderstands why student uses it and thinks her voice will be broadcast somewhere else; she may just be in a bad mood, or worried about her immediate teaching problems; she is unaware of the student's legal rights; or may be an insecure teacher and suspicious of students in general. Let students know they will return to this case later with new ideas about how to solve this problem.

4. Present Lesson 9 Core Material while students complete Worksheet 9b.

5. Provide practice: Students read Part II of the case study on Worksheet 9c.

6. Discussion: Consider the questions at the end of the case.

7. Summarize, and assign homework: Today we learned about four problem-solving strategies to use when a

negotiation seems to stop because your partner says no. Your homework assignment is to take the skit idea on Worksheet 9c and develop a dialogue that shows how to use the four negotiating strategies and the four problem-solving strategies. Be prepared to present your ideas to the class next time.

8. State topic for next meeting: Next time we meet, we will begin looking at your role in your IEP meetings and how you can act as your own advocate there.

LESSON 9 CORE MATERIAL

What do you do if the person you are negotiating with just says no? The answer: "Don't give up – follow up!" Even if this person is not cooperating, there are strategies you can use to encourage her to change her minds and become willing to work with you. Today we will talk about four problem-solving strategies to use when you seem to have reached a dead end, when someone is not listening, or is not initially interested in working with you. We will call this person your "negotiating partner," to convey the idea that you will work together to resolve a problem.

Here are four problem-solving strategies:

1. Stay calm. Stay as unemotional as you can. This advice is easy to give, but hard to follow! You are interested in solving a problem, and that means staying focused on the problem, not the emotions that can interfere with the problem solving. When a situation is not going the way we want, it is natural to respond emotionally; for example, in the previous lesson when Martina asked for a captioned phone and her boss said no, we saw how she could get angry (that is, respond aggressively), or could give in (respond passively) but still feel upset and ignored. Both responses are emotional ones, and emotions make it hard to think clearly

when we are trying to solve problems. When someone rejects our request, it can seem like a personal rejection or even a personal attack. That is why remaining unemotional is one of the hardest things for people to learn. So do not be surprised to find that this strategy is hard for you, too.

You may have heard the advice to “count to 10” before responding in a heated moment; sometimes it may even be a good idea to sleep on it, giving yourself time to manage your emotions and return the focus to the problem.

2. Ask your partner in some fashion, “Tell me more.” In a reasonable way, ask your partner, “Help me understand. Tell me about your concerns.” “I don’t understand about the expense, please explain that.” Or, if necessary, “What are your reasons for saying no?” Everyone appreciates being listened to, and now you are telling your partner that you want to listen to his or her point of view. Use the same kind of assertive listening techniques we used last time, such as repeating what was said to make sure you understand: “Let me see if I follow you. You are worried that. . . . Do I have that right?” Let your partner know you are listening, with appropriate eye contact, head nods, and so on.

3. Ask, “What if?” When you ask a question that begins “What if,” you are offering a suggestion in a way that is not threatening to your partner. What if we try this? What if we call so-and-so? What if we look at it this way? Once again, you are creating options in a way that invites your partner to work with you more actively.

Continue to ask “What if?” if the person has a reasonable objection. If every “What if?” is rejected, it is fair to ask, “What would you suggest?” After showing your willingness to develop a solution, it is reasonable to expect the other person to show the same willingness.

If the responses do not meet your

needs, you must be clear as to why: “You suggest using an amplified telephone, since you already have one in the storage room. However, this device will not work for me. I’ve already tried it and I still can’t understand telephone conversations. The next option is a captioned phone. I’m sure we can work out a solution that meets my needs and your concerns.”

4. Say “*thank you.*” By focusing on a mutually satisfying agreement, you and your partner should eventually develop a solution. When you have resolved your problem, be sure to thank your partner for working with you. By showing your appreciation, you establish a positive relationship that will work for you the next time you need to resolve a problem.

Note: What if the answer is still no? If you use all these strategies and still do not reach an agreeable solution, you still have options! You will want to seek help from your personal network of supporters. Again, “Don’t give up, follow up.”

Conclusion

Today we looked at four problem-solving strategies: (a) Stay calm and unemotional; (b) ask “why,” (c) ask “what if,” and (d) say “thank you” for working with me. These four strategies will help you if you should get “stuck” in a negotiation. There are many reasons a negotiation might not go smoothly and would therefore require extra effort. However, there is an old saying, “Keep your eyes on the prize,” which means to focus on your goal, remember why it is important to you, and do not give up. It means the same thing as we said in the beginning: “Don’t give up, follow up.” Experienced self-advocates know these efforts are worthwhile and will help you meet your goals.

WORKSHEET 9a

Here is a review of our four negotiation strategies:

1. Create options.
2. Put yourself in the other person's shoes.
3. Use "I-first" language.
4. Use assertive listening.

Think about how Thomas could use these strategies in the following case study:

“Thomas at College”

When Thomas moved on campus for his first semester at college, he felt he had thought of everything. He had not forgotten any clothes or shoes, he had a new computer and printer, and he had just bought his books at the campus bookstore. He had met with his advisor and had a schedule of difficult but interesting classes. He had also met with Ms. Zula, the school's director of services for persons with disabilities. Ms. Zula asked about his schedule and suggested he look at each classroom while they were still empty. If he felt he would have trouble hearing (because the class was too big or too noisy), he could check out an FM system from the audiology department. She also suggested that he visit each instructor and introduce himself before classes started.

When he saw the classrooms, he saw her point: The class for biology lecture was as big as a concert hall. He knew that even if he sat in the front row, he would miss a lot of the lecture. So he went back and checked out an FM and began to drop by his professors' offices to introduce himself.

When he went to his biology teacher's office, he took the FM along to demonstrate its use, just in case she did not know. He found her at her desk, said "Hi," and asked if it was a good time to drop by. She said she had a few minutes, so he introduced himself and told her where he was from. Then he said, "I wanted to let you know that I have a hearing loss. I wear my hearing aids all the time, but sometimes they don't work well enough, so I will be using this FM system for your class. I will need my teachers to wear this microphone clipped to their lapel. It's very lightweight, and most teachers say they forget about it right away. Have you ever used one before?"

Up to this point, the biology teacher seemed nice enough, but suddenly she was very abrupt. "No," she said, "I won't agree to using it."

Briefly answer the following:

1. In this case, can Thomas be creative with other options?
2. Did Thomas use "I-first" language? If yes, give an example.
3. Put yourself in the teacher's shoes. Why would she say no?

WORKSHEET 9b

Resolving Problems

What do you do if your negotiating partner says no?

Don't give up – follow up!

Four problem-solving strategies:

1. _____ Why do this?
2. _____ Why do this?
3. _____ Why do this?
4. _____ Why do this?

What if the answer is still no? If your requests are reasonable and protected by law, you still have options. The next step is to consult your personal support network (family, teachers, coaches, community leaders). Who can help you?

WORKSHEET 9c

“Thomas at College, Part II”

Thomas was surprised by her reaction. He did not expect her to say no. Although it felt upsetting, he took a breath and reminded himself that he needed to stay focused on the problem (needing to hear in a big lecture hall). So he counted to three and then said, "Maybe I surprised you, dropping in without an appointment like this. But this is something that I need to follow up on. Can you tell me why do you say no?"

The teacher shrugged. "Really, I don't have to tell you anything. As an instructor, I can decide how I will teach my class, and I decide I don't want to use your equipment."

It was harder now to stay calm. The teacher sounded just plain mean. But Thomas kept his cool. "Let me see if I follow you. You say that you decide how to teach your class." She nodded. Thomas continued, "Of course I agree with you. But tell me how using this microphone would be a problem."

The teacher seemed to warm up to the subject. "I have dozens of details to worry about before every class: bringing in materials, returning exams, making sure someone will deliver the media I order. I have to say no to any new request, or I will be overwhelmed."

Now Thomas saw a way to resolve this problem. It seemed she felt stressed, and needed to gain some control over her situation. He needed to show her that he was not going to add to her worries. "What if I take complete responsibility for this microphone?" (He was going to, anyway!) "What if I bring it in every day, pick it up every day, charge it up every day? I will guarantee that there is absolutely no extra work for you." He smiled and continued, "This is important to work out, because I do have a legal right to reasonable accommodations for my hearing loss, and I also want to do well in your class. Is this an acceptable solution, or are there other details we need to work out?"

The teacher was taken aback. She was not used to students calmly asserting themselves and assuming responsibility, but she appreciated this student's determination and confidence. She wondered if he was correct about his right to "reasonable accommodations," but he sounded like he knew what he was talking about. And his suggestions were certainly reasonable. She could not think of any reason to object further. She nodded. "It's a deal. As long as you accept all responsibility for this equipment, I can't complain. You better show me how it works."

Thomas showed her the basics of the microphone and let her listen to the receiver so she could tell what he would be hearing. Before he left, he made a point of thanking her for working with him.

Questions for discussion:

1. How well did Thomas do in staying calm? Did he stay focused on the problem? Would this be hard to do? What would have happened if he had become angry, or embarrassed, or upset?
2. How did he get the teacher to talk about her concerns? Did it work? Does it often require more than one attempt to find out what people are really thinking?
3. Because he figured out the teacher's real concerns, his "what if" questions were not exactly creative, since he had always intended to take full responsibility for the equipment. But by phrasing his statements that way, what kind of reaction could he expect from the teacher?

WORKSHEET 9d

Summary

1. Sometimes when we want to negotiate, a person will just say no. That does not mean the end of the negotiation; it means we need to problem-solve.
2. Four problem-solving strategies are (a) stay calm, (b) ask "tell me more," (c) ask "what if," and (d) say "thank you" for working with me.
3. Most people will work with us on a problem if we remain positive.

Homework

Think about a situation that someone your age might face where the negotiation partner says no. (Avoid situations with parents.) For example:

- You sign up for the glee club but the director says no.
- The English teacher gives quizzes based on video clips of Shakespeare plays, but the actors have British accents, often have beards, and speak very fast. You request a day's notice so that you can read the scene first, but the teacher says no.
- The soccer coach yells out directions from the sidelines. You ask for some visual signals but the coach says no.

Work out a skit with a classmate to demonstrate the four negotiating strategies, and four problem-solving strategies. Present it to classmates. Explain your strategies, and ask your classmates for their ideas.

UNIT EVALUATION: QUIZ 3

Personal and Interpersonal Skills for the Self-Advocate

Complete the following sentences using these vocabulary words:

passive	assertive	communication repair
aggressive	needs analysis	negotiation

1. _____ This communication style insists on one's rights but disregards another's rights.
2. _____ These problem-solving strategies are used to clear up misunderstandings due to hearing loss.
3. _____ This process helps a person set a goal and identify what is needed to meet that goal.
4. _____ This communication style allows others to infringe on one's rights, often because of being too concerned about being liked by others.
5. _____ This communication allows one to express his or her preferences or needs, while respecting others' rights.
6. _____ This is a back-and-forth communication used to reach an agreement.

True or False?

7. _____ When one is working with another to solve a problem, it helps to get emotional and upset.
8. _____ Assertive listening techniques let your listener know you are trying to understand his or her point of view.
9. _____ One negotiation technique is to present options by asking, "What if?"
10. _____ The goal of negotiations is to "win" at all costs.
11. _____ "I-first" language is stating what I need or want, rather than insisting another person do what I need or want.
12. _____ An objective standard is based on personal considerations.

UNIT 4

Putting It All Together: Using Knowledge with Skills

OVERVIEW OF UNIT 4, LESSONS 10-12

In these last five lessons, students will learn how to integrate their self-advocacy knowledge base and their negotiation and problem-solving skills into the context of their next Individualized Education Program (IEP) meeting. Students will learn how to attend the meeting prepared and ready to participate. They will rehearse a meeting and evaluate their ability to participate assertively.

CONTENTS OF UNIT 4

[Lesson 10: My Role in Transition Planning: Preparation](#)

[Lesson 11: Practicing for an IEP Meeting: Participation](#)

[Lesson 12: Evaluating my IEP Meeting Participation](#)

LESSON 10

My Role in Transition Planning: Preparation

PURPOSE OF LESSON 10

This lesson takes students through a review process to prepare for an IEP meeting. Students will review and synthesize past materials and identify a set of goals they would like to present at their next IEP meeting.

EXPECTED LEARNER OUTCOMES

1. Learners will summarize goals from past material and evaluate the level of agreement between IEP and Individual Transition Plan (ITP) goals and their personal goals.
2. Learners will identify one or more services that they would like to have on their next ITP to help meet their personal goals.
3. Learners will rehearse their positions with other classmates.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: "A Driving Test"	Students perform, evaluate skit	Worksheet 10a
2. Core material	Students take notes	Worksheet 10b
3. Learning activity: "Reviewing Services as They Relate to Goals"	Students review, summarize goals	Worksheets 10c, 10d
4. Summary, homework	Review notes	Worksheet 10e

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review Quiz 3 and main points of Lesson 9: Last time, we talked about some problem-solving strategies to use while negotiating when the answer is no. These strategies were (a) stay unemotional and calm, (b) say "tell me why" or "tell me more," (c) ask "what if," and (d) say "thank you" for working with me. Ask students to present and discuss their Lesson 9 homework skits.

2. State today's goal: Today we start "putting it all together." We will start combining our knowledge base with our personal and interpersonal skills and use them to actively participate in our next IEP meeting. We will use the IEP meeting to help us meet our goals after high school.

3. As a warm-up activity, ask two students to act out the skit on Worksheet 10a. Discuss: Was this student prepared? What should he have done?

4. Present Lesson 10 Core Material while students complete Worksheet 10b.

5. Provide practice with new information: Have students use Worksheet 10c to summarize the goals described on previous worksheets. Ask them to rate the level of agreement they find across these sets of goals. With Worksheet 10d, ask students to identify one or more services or materials that they would like to request at their next IEP meeting.

6. Discussion: Have students rehearse their positions with classmates. Ask observing students to present different points of view to help their classmates practice communicating clearly and effectively.

7. Summarize and assign homework: Today we learned about students' roles in transition planning in their IEP meetings. The first step is to prepare for the meeting

by developing a list of needs or requests.

8. State topic of next meeting: Next time we meet, we'll talk about participating in an IEP meeting. We will practice our roles and discuss how to use our knowledge base and our personal and interpersonal skills.

LESSON 10 CORE MATERIAL

This lesson is called "My Role in Transition Planning." We will combine your knowledge base and your personal and interpersonal skills, to help you be actively involved in the transition planning in your next IEP meeting.

There are four ways you can have a role in your IEP meeting:

1. choose to be absent
2. choose to be present and aggressive
3. choose to be present and passive
4. choose to be present and assertive

Which choice would a self-advocate make? Thanks to all the work we've completed so far, we know that a self-advocate will choose to be present and assertive.

As a self-advocate, your role in your IEP meeting depends on two things: preparation (using your knowledge base) and participation (using your personal and interpersonal skills). Today we will look at preparation, and next time, participation.

Preparation

Almost everything you do requires some kind of preparation. To get ready for school each morning, you prepare the night before by finishing your homework and making sure you have some clothes to wear and food or money for lunch. The more complicated things are, the more preparation they need. For example, how would you prepare to take

a driving test? [Discuss: take driving lessons, bring a car that you are familiar with, know where the instrumentation is, have several hours of practice, including the roads that your test will be on, etc.] How would you prepare for a job interview? [Discuss: complete the application neatly, dress nicely, be ready to talk about your experience.] How would you prepare for an important test? [Discuss: study well, get a good night's sleep, concentrate on the material and avoid distractions.]

So, how can you prepare for an IEP meeting? You probably realize that you have done a lot of preparation already:

1. You reviewed your last IEP (see Worksheet 2e).
2. If applicable, you reviewed your last ITP (see Worksheet 5d).
3. You identified your post-high school goals (see Worksheet 6b).

To fully prepare for your IEP you will need to look at these materials and ask yourself: Are the goals on the IEP consistent with my own goals for after high school? Worksheet 10c will help you find out.

Because the IEP is an agreement by a team, you will need to discuss your ideas with several people, most importantly your parents. Complete Worksheet 10d and ask your parents for input and guidance. You want to be in complete agreement with parents before your IEP meeting!



WORKSHEET 10a

“Preparing for a Driving Test”

STUDENT: Hello, I'm here to take the test for a driver's license.

OFFICER: Where is your application?

STUDENT: I haven't filled one out.

OFFICER: That's the first step. The forms are on the desk.

STUDENT: Do you have a pen? [Takes pen, fills out form.] Can I take the test now?

OFFICER: [Reads form.] Wait, I see you haven't taken driver's training.

STUDENT: That's OK, I know how to drive.

OFFICER: We'll see about that. Most people need driver's training to pass this test, and it's also required by the state. But let's see what you can do. Where are your car keys?

STUDENT: [Searches pockets.] Darn, I left them at home. But don't worry, I know how to hot-wire the car.

OFFICER: That's not a smart thing to say to an officer. [Looks around.] Which car is yours?

STUDENT: [Looks around, too, then remembers.] I can't believe this, but I left it home! I took the bus to get here!

WORKSHEET 10b

In terms of self-advocacy, what do we mean by the phrase “pulling it all together”?

There are four ways to have a role in an IEP meeting:

1. _____
2. _____
3. _____
4. _____

Self-advocates will choose Number _____

My role in my next IEP meeting depends on two things:

P _____

P _____

WORKSHEET 10c

Reviewing Services as They Relate to Goals

From Worksheet 2e, write down the services described in your IEP:

From Worksheet 5b, write down the services described in your ITP (if you have one):

From Worksheet 6e, write down the goals that you described:

Do the IEP and ITP services agree with your personal goals? Place an X on the line below to indicate the level of agreement you think exists here.

Complete Agreement _____ No agreement

WORKSHEET 10d

Describe services, aids, materials you would like to have on your ITP, and why.

1. I need _____

because my goal is _____

2. I need _____

because my goal is _____

3. I need _____

because my goal is _____

4. I need _____

because my goal is _____

WORKSHEET 10e

Summary

1. A self-advocate will choose to be present and assertive at his or her IEP meetings.
2. My role in transition planning starts with preparation.
3. To prepare for my next IEP meeting, I can review the services of my IEP and ITP and identify what additional services and materials I need (if any) to meet my personal goals.

Homework

Discuss Worksheet 10d with a parent. Ask for advice and suggestions, and explain what you understand about transition planning from high school to college or work. Ask your parent to write down his or her thoughts to these questions:

1. Do you feel these are reasonable and appropriate requests for my next IEP meeting?

2. What suggestions do you have to help me to actively participate in my next IEP meeting?

LESSON 11

Practicing for an IEP Meeting: Participation

PURPOSE OF LESSON 11

This lesson describes the basic activities of an IEP meeting. This lesson also links learned personal and interpersonal skills to each step of the IEP process to support student participation.

EXPECTED LEARNER OUTCOMES

1. Learners will describe the sequence of events in a typical IEP meeting.
2. Learners will role-play self-advocacy skills that will help them actively participate in a practice IEP meeting.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: "Earning the Right"	Students read, react to short story	Worksheet 11a
2. Core material	Students take notes	Worksheet 11b
3. Learning activity: "Practicing an IEP Meeting"	Students develop, role play a practice meeting	Worksheets 11c, 11d
4. Summary, homework	Interview parent	Worksheet 11e

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review main points of Lesson 10: Last time, we talked about how to prepare for an IEP meeting. We reviewed your last IEP/ITP and your goals after high school. You talked over your goals with a parent to be sure you were in agreement.

2. State today's goal: Today, we will discuss how to participate in your IEP meeting. We will look at the basic activities of an IEP meeting, consider how you can participate in your meeting, and then develop a practice meeting.

3. As a warm-up activity, ask students to read the short story "Earning the Right" on Worksheet 11a. Ask students to write down brief answers to the questions, and then briefly discuss with class.

4. Present Lesson 11 Core Material while students complete Worksheet 11b.

5. Provide practice with new information: Use Worksheet 11c to help students develop and practice an IEP meeting. Assign roles and ask students to develop each role according to directions. (Change roles as deemed relevant.) The teacher will want to advise and prompt as needed, depending on the extent of students' earlier experiences with IEP meetings. As time allows, rework this activity by rotating roles, giving all students time to play the student role, using their own goals if appropriate.

6. Discussion: Ask students to evaluate the practice meeting according to the checklist on Worksheet 11d.

7. Summarize, and assign homework: Today we learned from our warm-up activity that people need to participate in a project if they want it to turn out right. We also talked about how to actively participate in an IEP by learning the sequence of events in a typical meeting and practicing when to use our self-advocacy

skills in the meeting.

8. State topic of next meeting: Next time we meet, we will look at how to evaluate our participation in our real IEP meetings.

LESSON 11 CORE MATERIAL

As discussed in Lesson 2, most students with hearing impairment have an Individualized Education Program. This IEP must be reviewed and updated regularly; to do so, parents, teachers, and other persons involved in a student's education hold a meeting. Students themselves should attend these IEP meetings when they are old enough to understand what is going on, usually around the age of 14 or 15.

What happens at an IEP meeting?

Although it can be somewhat different for each student, depending on who attends and what concerns people have, an IEP meeting generally follows the format of the IEP form. [For the instructor: the sequence is pictured as a flow chart at the end of this section.] Fill in the blank boxes on Worksheet 11b as we discuss this figure.

1. Introductions. It is always appropriate to start out with introductions, even when people know one another well. And often, new people become involved in your education. Sometimes, attendees have not seen one another since the IEP meeting, so it helps to remind one another of people's names and jobs.

2. Updates. After introductions, people spend some time talking about the student's progress since the last IEP meeting. Teachers share their information about the student's grades and homework. Other people will also report: for example, the school nurse may talk about the student's health, the psychologist may talk about test scores, the speech-language pathologist may

talk about speech work, the audiologist may talk about hearing aids and assistive devices.

It can take a long time for everyone to have a chance to talk. Sometimes it may be hard to understand what people are talking about, especially when they talk about tests and scores. It is perfectly appropriate to ask a person to explain something.

3. Goals for the next year. At this point, each person at the IEP meeting recommends upcoming goals (often described as “at least one year of progress in a year’s time”). It may mean passing a writing class, or learning how to balance a checkbook, or working on speech goals.

As your teachers and parents discuss their ideas for upcoming goals, you also start participating in the meeting by discussing what you want to do as well. You are ready to discuss your own goals for the next year and for your transition to college or a job after high school, because you have already had a lot of practice thinking about and talking about the goals you have identified for yourself. Your last homework lesson required you to talk these over with your parents, and you have rehearsed them with friends in class. You could bring your worksheets from Lesson 10 to help you remember what you want to talk about.

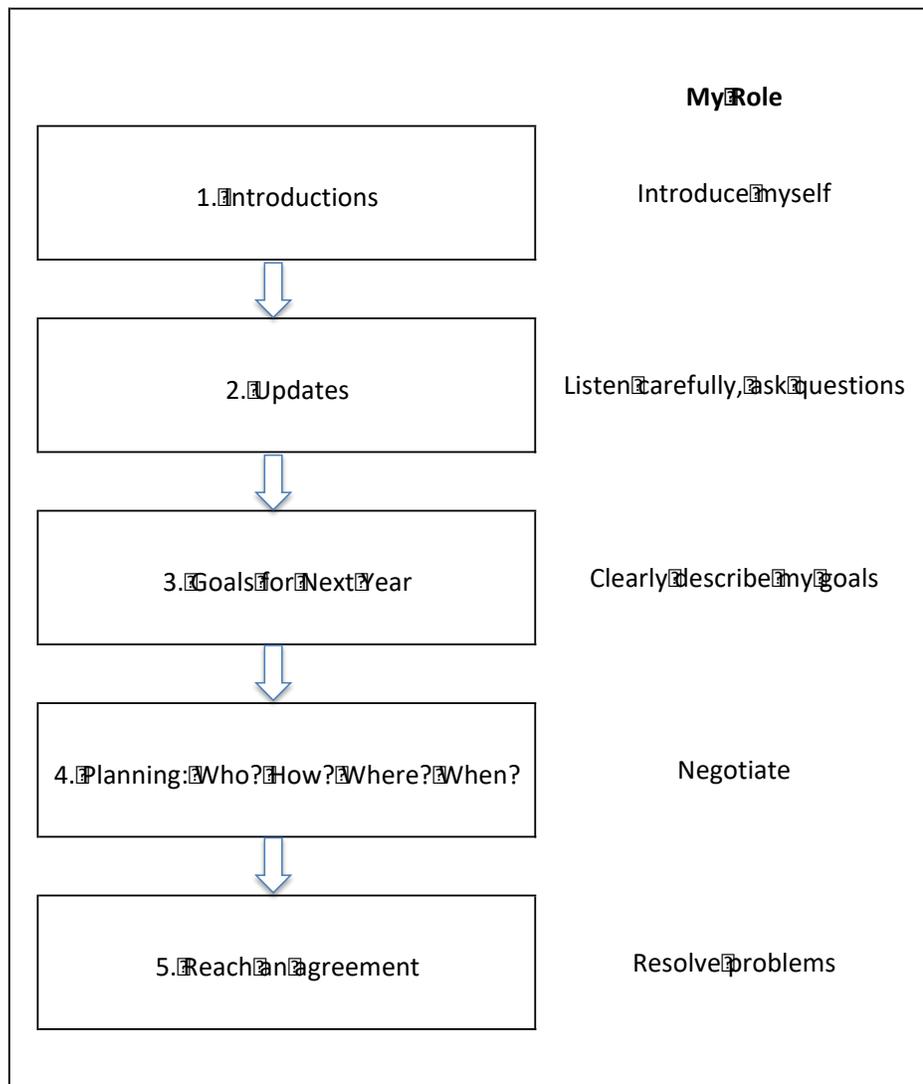
4. Planning: Who? How? Where? When? Here is where the planning occurs. After all the goals have been identified, the IEP team (which includes you) talks about how to meet those goals. It is often just a matter of assigning certain people certain tasks, for instance, asking a counselor to work with you to obtain information about college admission requirements, or a teacher might work with you to contact a vocational

school for information on training programs. If the student wants experience in using assistive devices, the audiologist or speech-language pathologist may be able to organize information and materials, and so on. You can be expected to be actively involved with the planning.

Sometimes the planning can get complicated, especially if the IEP team is not accustomed to having students actively participate in their meetings. They may be in the habit of making all the decisions, without considering the student's ideas. We learned in Lesson 8 how to negotiate with people who have ideas that are different from our own. This is where you will want to use your negotiation strategies: create options, put yourself in the other person's shoes, and use "I-first" language and assertive listening.

5. Reach an agreement. An IEP meeting should not end until everyone agrees to the student’s educational plan. Occasionally there are problems that do not get resolved at first, but you have four problem-solving strategies to use: stay calm and unemotional; ask "why," ask "what if," and say “thank you.” Most often, the meeting goes smoothly and is productive; that is, everyone feels like a lot was accomplished. Problems are most likely to occur when communication is poor, expectations are not clear, or people are upset about something else, unrelated to meeting. Most of these problems can be addressed with your interpersonal skills.

Once all problems are resolved, everyone (including you) signs the IEP form. Your signature means that you agree to what the IEP team has written and that you will do your part to meet the IEP goals.



Worksheet 11a

“Earning the Right”

Every November, Metro High School holds a dance for all students at the end of the football season. The student council sponsors the dance, and in September volunteers are recruited to help plan and run the program. It takes many hours of work, and it always feels like the volunteers will run out of time, but thanks to a lot of hard work, the gym is ready and everyone who worked so hard looks forward to having fun.

This year, as the dance got started, two students walked up to the ticket booth and bought their tickets. Marta took one step inside the gym and immediately started to laugh at the decorations, insisting she had seen better ones at other schools. Her date, Omar, made fun of the band that had been hired and said he had never heard such awful music. Even though they ate several plates of food, both Maria and Omar said that they hated the refreshments. They talked loudly about the ideas they had that would have made the dance better.

They complained so loudly that even the parent chaperons could hear them. Finally, Mrs. Adams walked over to them and said, "Marta, Omar, you obviously have a lot of opinions about this dance. I heard someone calculate that the dance committee volunteered a total of 100 hours to get this pulled together. That's the same as 2½ weeks at a full-time job. So ... how many of those hours did you contribute?" Marta and Omar looked at each other and shrugged. Omar said, "Well, none. We just paid for our tickets."

What would Mrs. Adams say about these students' attitudes?

Do people who did not participate in a project have a right to complain about how it turned out?

Worksheet 11b

Flowchart of Activities During an IEP Meeting:

	My Role
	
	
	
	
	

Worksheet 11c

Following is a list of members in a practice IEP team. Choose a role from the list below and work with the rest of the team to develop each person's role. Then sit around a table to act out meeting, following the sequence of activities from Worksheet 11b. Ask your teacher for direction if you are not familiar with IEP meetings. Help the "student" participate as much as possible.

Student	Decides on a post-high school goal
Parent	Supports the student's goal.
Administrator	Moderates meeting (makes introductions, moves discussion forward)
High school counselor	What updates will she provide?
Audiologist	What updates will he provide?
Favorite teacher	What updates will he provide?
Unfavorite teacher	Will she have objections to student's goal?

Worksheet 11d

Checklist for IEP Meeting

While group presents practice IEP meeting, evaluate:

Were introductions made? _____

Were updates presented? _____

Were goals clearly stated by student? _____ By adults? _____

Did the team make plans to help student make his/her goal? _____

Did the student participate with negotiating strategies?

Create options? _____ Put self in others' shoes? _____

Use "I-first" language? _____ Use assertive listening? _____

Did the student use problem-solving skills:

Stay calm, unemotional? _____ "Tell me why?" _____

"What if? _____ "Thank you" _____

Did the student sign the IEP? _____

Worksheet 11e

Summary

1. IEP meetings follow a predictable sequence of events: introductions, updates, goals, planning, and reaching an agreement.
2. Students can use their personal and interpersonal skills to actively participate in their IEP meetings.

Homework

Describe your practice IEP meeting to a parent. It's quite likely he or she has been attending IEP meetings for several years. Ask for comparisons: how did your practice meeting compare to your parent's real experiences? What have they learned from these experiences? What else might you anticipate? What advice do they have?

LESSON 12

Evaluating My IEP Participation

PURPOSE OF LESSON 12

This lesson leads students through a process of self-evaluation regarding their participation in their IEP meeting.

EXPECTED LEARNER OUTCOMES

1. Learners will provide a definition of the term *evaluation*.
2. Learners will use four steps to evaluate their IEP participation and will obtain feedback from a peer or adult.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: "Everyday Evaluations"	Students read, respond to examples	Worksheet 12a
2. Core material	Students take notes	Worksheet 12a
3. Learning activity: "How Did I Do?"	Students complete self-evaluation	Worksheets 12b
4. Summary, homework	Review notes	Worksheet 12c

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review main points of Lesson 11: Last time, we looked at the basic activities of a typical IEP meeting and rehearsed a practice meeting using our self-advocacy skills. Since then, you have participating in your own IEP meeting.

2. State today's goal: Today we will discuss how to evaluate your participation at your IEP meeting and how to use feedback from others to help you decide what you might want to do differently next time.

3. As a warm-up activity, ask students to read the three examples in "Everyday Evaluations" on Worksheet 12a and write brief answers to the question, "How would you evaluate this situation?"

4. Present Lesson 12 Core Material while students complete Worksheet 12a.

5. Provide practice with new information: Ask students to take 10 minutes to conduct a self-evaluation using Worksheet 12b.

6. Discussion: To maintain confidentiality, ask students if they would like to discuss their answers on Worksheet 12b privately with you, and if they would like any feedback. If students agree, ask them to share their insights (in general terms) with the class.

7. Summarize, and assign homework: Today we learned how to evaluate our IEP meeting participation. For your homework assignment, ask a parent for some feedback about your self-evaluation.

LESSON 12 CORE MATERIALS

In our final lesson on self-advocacy, we are

going to talk about *evaluation*, which we will define as "determining the quality of something by careful appraisal or study." At this point, you have attended your IEP meeting and have had a chance to think about it. It is always a good idea to evaluate how things go, because none of us does everything perfectly every time, especially the first time.

Evaluating yourself may sound complicated, or it may sound like taking a test, but actually it is something you do every day. We usually evaluate something automatically when it turns out differently from what we expected. For example, in the warm-up exercises, "Everyday Evaluations," you were asked to evaluate what happened to a birthday cake. The outcome was not what the baker expected, so he probably went back to check the recipe. He may have forgotten the eggs, or baked the cake too long; whatever he did, now he knows what to do next time to get a better outcome (a nicer cake). If he does not evaluate the steps he took to bake the cake, he will make the same mistake over and over again.

In the next situation, it appears the directions were not quite right. The man won't use those same directions next time. When he stops to think about how he actually got to his friend's house, and then thinks of a way to do it better next time, he has conducted an evaluation.

The third situation could have many solutions. What are some? [Discuss.] If the first solution doesn't solve the problem, then we would try another one, until we get it right. We'd be conducting an *ongoing evaluation* of the situation until we get the outcome we want.

Worksheet 12a

Everyday Evaluations

1. A baker decides to make a birthday cake for a friend. When he takes the cake out of the oven, it is heavy, burnt, and does not taste very good. If you were the baker, how would you evaluate the situation?

2. A man is invited to a friend's house in another town. Even though he has directions, he begins to feel lost as he drives around. Unexpectedly, he finds the right street and arrives at his friend's house. If you were the driver, how would you evaluate the situation?

3. Your 10 year old sister keeps forgetting her school backpack and leaves it at home at least half the time. If she asked you for help, how would you evaluate the situation?

Evaluation means _____

Feedback means _____

Worksheet 12b

How did it go?

Now that my IEP meeting is over:

1. Overall, I would describe the meeting as: _____

Circle one of the answers to describe your observations:

- | | | |
|---|-----|----|
| 2. I felt prepared for the meeting. | Yes | No |
| 3. I remembered to bring my notes. | Yes | No |
| 4. I had identified my goals for the upcoming year. | Yes | No |
| 5. I felt that I understood my role as a participant in this meeting. | Yes | No |
| 6. I felt that I understood my role as self-advocate in this meeting. | Yes | No |
| 7. I felt I expressed my goals and needs clearly. | Yes | No |
| 8. I felt I negotiated with others well. | Yes | No |
| 9. I felt I resolved problems effectively. | Yes | No |

10. Three things I liked about my participation in this meeting:

11. Three things I would do differently next time:

12. If another student asked for my advice about IEP meetings, I would say:

Worksheet 12c

Summary

1. To evaluate something means to determine its quality by careful appraisal or study.
2. Evaluation is not like a test; it is a review exercise to help remember what was done well and what could be done better.
3. *Feedback* is information communicated to learners to help them change a behavior or thinking in order to improve learning.

Final Homework

Share your self-evaluation with a parent and ask for feedback.

Also, add the following items to your Self-Advocacy File:

- High school transcripts (or a school address to request copies after graduation)
- Copies of standardized tests (SATs, etc.)
- Resume
- Copies of medical records and phone numbers/addresses of physicians, audiologists, and others
- Samples of academic work (essays, art, science projects)
- Ask a parent for other ideas on important papers and records.
- Be sure to thank parents and teachers for their ongoing support!

