

Education in Advocacy

Youth Track

Presented at, Children's Behavioral Health Conference
"Art of Discovering Resilience"



·What you are given to learn and inspired to learn, will in turn become your education"

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Activity

- ◆ Stand up Group
- ◆ Who has goals that are planned for their future (Separate and Share goals)
- ◆ Who has 1 or more goals started for their future (Separate)
- ◆ On one of your goals who has an objective stated (Separate)
- ◆ On the goal who has 3 steps listed (Separate; what are steps)
- ◆ On the goal who has 2 steps toward their goal (Separate; and what are steps)
- ◆ On the goal who has 1 step toward the goal (Separate; what is the step)

Blue Printing, "getting started"

What is your Goal?

- 1. Pick something simple; if first goal; pick something you can complete in a month.*

What is an objective? It's how you measure how well you are reaching your goal; example, I will make 3 steps a week until my goal is met.

- 1. How will you measure your progress?*

What is a step? Step, is a specific action you take toward your goal until it's met.

- 1. Start with at least 3 steps*

If you have completed these 3 steps "congratulations" on starting this first goal!

"Your, choices make the person you will become".

Unknown

Any goals can be changed at any time, but you will need to adjust your Blue Print, use your Self Determination concepts. Just remember uncompleted goals do not make change, you have the power to make change in your life by completing a goal.

Self-Determination Concepts

Martin, J.E., & Huber Marshall, L.H. (1995). Choice maker: A comprehensive self-determination transition program. *Intervention In School and Clinic*, 30(3), 147-156.

Self-awareness	Self-advocacy	Self-efficacy
<ul style="list-style-type: none">Identify needsIdentify interestsIdentify & understand strengthsIdentify & understand limitationsIdentify own values	<ul style="list-style-type: none">Assertively state wants & needsAssertively state rightsDetermine needed supportsPursue needed supportsObtain & evaluate needed supportConduct own affairs	<ul style="list-style-type: none">Expect to obtain goals

Self-Determination Concepts

Martin, J.E., & Huber Marshall, L.H. (1995). Choice maker: A comprehensive self-determination transition program. *Intervention In School and Clinic*, 30(3), 147-156.

Decision making	Independent performance	Self-evaluation	Adjustment
<ul style="list-style-type: none"> ✦ Assess situation demands ✦ Set goals ✦ Set standards ✦ Identify information to make decisions ✦ Consider past solutions for new situations ✦ Generate new, creative solutions ✦ Consider options ✦ Choose best options ✦ Develop plan 	<ul style="list-style-type: none"> ✦ Initiate tasks on time ✦ Complete tasks on time ✦ Use Self-management Strategies ✦ Perform tasks to standard ✦ Follow through on own plan 	<ul style="list-style-type: none"> ✦ Monitor task ✦ Compare performance to standard ✦ Evaluate effectiveness of self-management strategies ✦ Determine if plan completed & goal met 	<ul style="list-style-type: none"> ✦ Change goals ✦ Change strategies ✦ Change standards ✦ Change plan ✦ Change support ✦ Use environmental feedback to aid adjustment

My Story



Individualized Education Program IEP

What is the IEP?



Individuals with Disabilities Education Act (IDEA) Data Children and Students served under IDEA Part B by group and State: full 2006

Individualized Educational Program (IEP) Age 3-21

🌍 US 6,693,279

🌍 State Oklahoma 95,860



Data Tables for OSEP State Reported Date Individuals with Disabilities Education Act (IDEA) Data
Children and Student served under IDEA Part B by group and state : full 2006, US 50 state (MS-Excel)
IDEAdata.org

Educational and Psychological testing to Identify the need



IEP - Category

- ✦ (2556) Mild/Moderate Disabilities
- ✦ (2558) Severe/Profound/Multiple Disabilities
- ✦ (9801) Autism
- ✦ (9802) Deaf-Blindness
- ✦ (1003) Developmental Delay 3 to 9 – years old
- ✦ (2501) Emotional Disturbance
- ✦ (2503) Hearing Impairment or (2552) Deaf/Hard of Hearing
- ✦ (2507) Intellectual Disabilities
- ✦ (9803) Multiple Disabilities
- ✦ (2509) Orthopedic Impairment
- ✦ (9804) Other Health Impairment
- ✦ (2505) Specific Learning Disabilities
- ✦ Speech or Language Impairment - (0521) Speech Language Pathologist or (0523) Speech Pathologist
- ✦ (9805) Traumatic Brain Injury
- ✦ Visual Impairment – (2550) Blind/Visual Impairment or (2511) Visually Handicapped-Disability

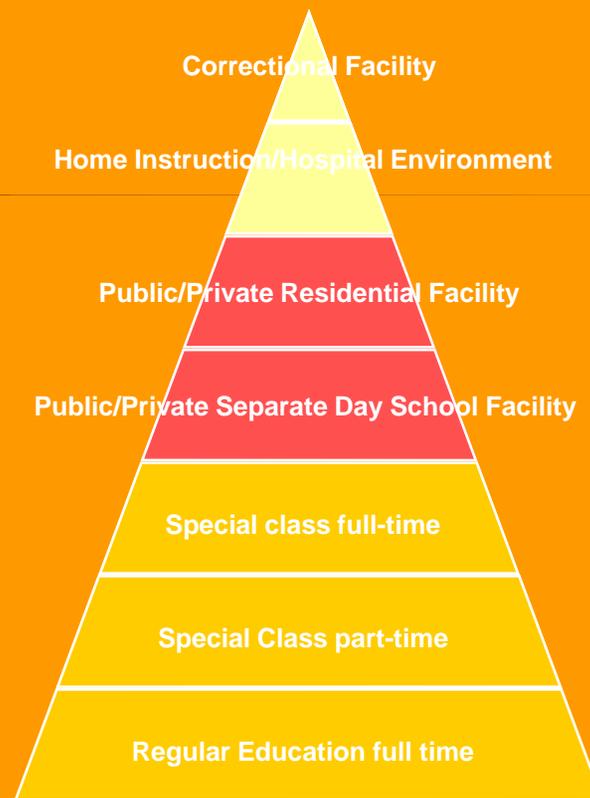
Goals are written into the IEP

Goals in the IEP are written based on the Identified needs.



Least Restrictive Environment (LRE)

Policies and Procedures for Special Education in Oklahoma 2007



Supplementary aids and services

- ◆ ***Supplementary aids and services*** are defined as; aids services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent *appropriate*.
- ◆ ***Indicate the location***, class, or setting in which the supplementary aids and services will be *provided*
- ◆ ***Accommodations***, such as study carrels, highlighters, and colored overlays would be listed in this section.
- ◆ All, must be described in the child's IEP if these services are *necessary* to assist the child

The National Instructional Materials Accessibility Standard (NIMAS)

- ✦ Logical educational agencies (LEA) *must develop a plan to ensure that all reasonable steps* are taken to provide core instructional materials in usable accessible formats to children with print disabilities
- ✦ Are limited to children that have a *visual impairment or other print disabilities*, such as a reading disability.
- ✦ LEA's should contact the Oklahoma Library for the Blind and the Physically Handicapped, Accessible Instructional Materials (AIM Center) to access NIMAS files.

Secondary Transition Services Plan

IEP
Secondary
Transition
Services Plan

Assessment to
identifying the need

For

Postsecondary goal

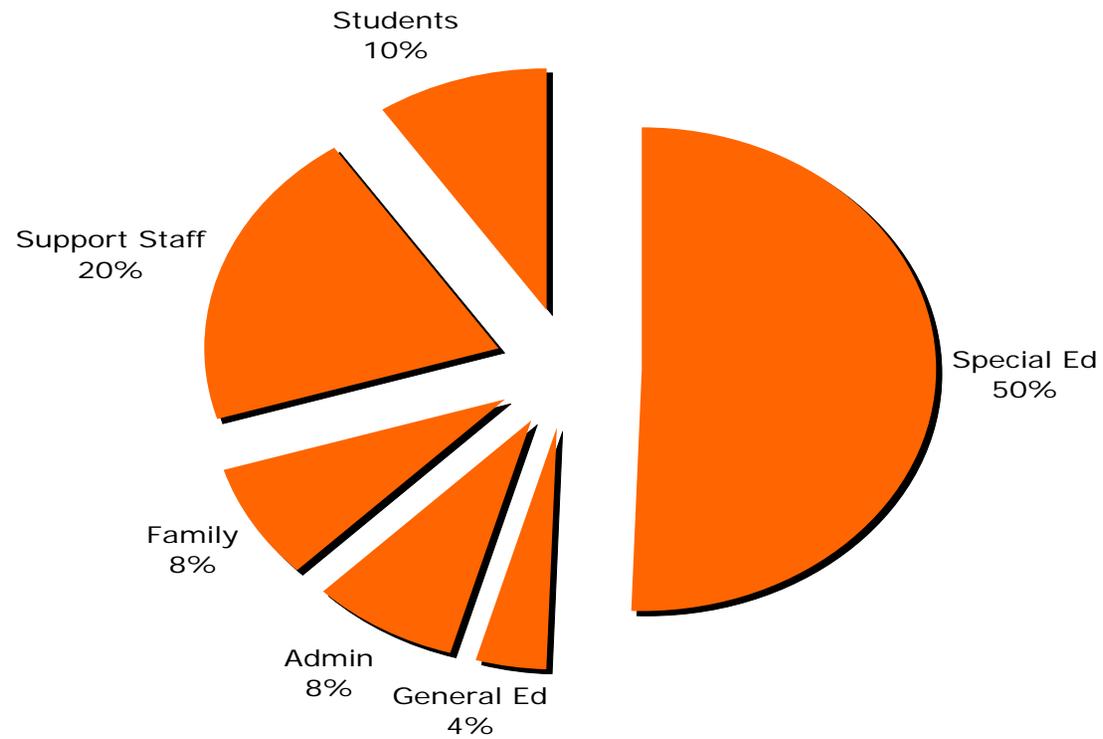
Independent Living

Postsecondary Education
and
Employment

Community
agencies
provide Services

2005

Percent of Intervals Discussed Transition



Support Tool

Getting started you will need:

- ✦ Copy of your IEP
- ✦ Testing to support eligibility for an IEP or other testing related to your mental health or disability

Tools:

- ✦ Student Identified support list
- ✦ Student implementation for Reviews and IEPs
- ✦ Secondary Transition development plan and steps Process