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


<table>
<thead>
<tr>
<th><strong>Self-awareness</strong></th>
<th><strong>Self-advocacy</strong></th>
<th><strong>Self-efficacy</strong></th>
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<tbody>
<tr>
<td>Identify needs</td>
<td>Assertively state wants &amp; needs</td>
<td>Expect to obtain goals</td>
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<tr>
<td>Identify interests</td>
<td>Assertively state rights</td>
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<td>Identify &amp; understand strengths</td>
<td>Determine needed supports</td>
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<tr>
<td>Identify &amp; understand limitations</td>
<td>Pursue needed supports</td>
<td>—</td>
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<tr>
<td>Identify own values</td>
<td>Obtain &amp; evaluate needed support</td>
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<td></td>
<td>Conduct own affairs</td>
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# Self-Determination Concepts


<table>
<thead>
<tr>
<th>Decision making</th>
<th>Independent performance</th>
<th>Self-evaluation</th>
<th>Adjustment</th>
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<tbody>
<tr>
<td>• Assess situation demands&lt;br&gt;• Set goals&lt;br&gt;• Set standards&lt;br&gt;• Identify information to make decisions&lt;br&gt;• Consider past solutions for new situations&lt;br&gt;• Generate new, creative solutions&lt;br&gt;• Consider options&lt;br&gt;• Choose best options&lt;br&gt;• Develop plan</td>
<td>• Initiate tasks on time&lt;br&gt;• Complete tasks on time&lt;br&gt;• Use Self-management Strategies&lt;br&gt;• Perform tasks to standard&lt;br&gt;• Follow through on own plan</td>
<td>• Monitor task&lt;br&gt;• Compare performance to standard&lt;br&gt;• Use Self-management Strategies&lt;br&gt;• Evaluate effectiveness of self-management strategies&lt;br&gt;• Determine if plan completed &amp; goal met</td>
<td>• Change goals&lt;br&gt;• Change strategies&lt;br&gt;• Change standards&lt;br&gt;• Change plan&lt;br&gt;• Change support&lt;br&gt;• Use environmental feedback to aid adjustment</td>
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My Story
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 Students 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

Policies and Procedures for Special Education in Oklahoma 2007
Goals are written into the IEP

Goals in the IEP are written based on the Identified needs.
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
Percent of Intervals Discussed Transition

- Students: 10%
- Special Ed: 50%
- Support Staff: 20%
- Family: 8%
- Admin: 8%
- General Ed: 4%
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