

Education in Advocacy

Who's in Charge?

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"

By: Michelle Butts

2009

The Mirror

Disability VS Society

Being able to control something, can give you power and self-confidence.

A child with a disability is not given self-confidence; they are given learned inferiority and feel as though they are being patronized.

Some may say this is a complex but our society is governed by ability.

How this inferiority is determined and how can we give back independence to the child who has been identified with a disability?

We need to teach a person about their disability soon after it has been identified. Learning about your disability will support self-confidence and independence.

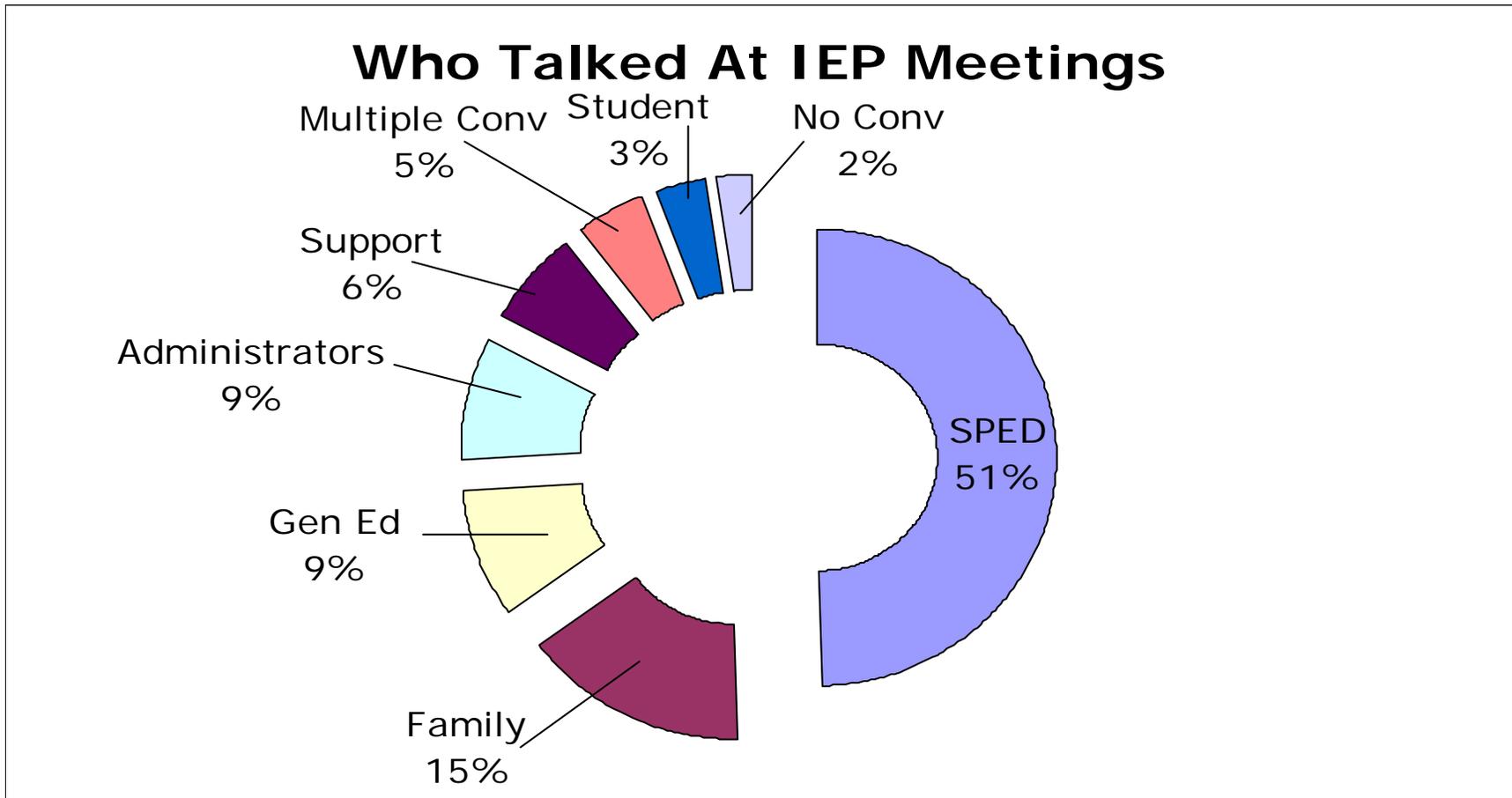
The level of independence is determined by the support, influence and believing in the person with a disability.

Self-confidants can lead to change.

Who's in charge?

- If you know more about a person's disability than they do, then you are in charge of this person's disability.
- You have to know something about your disability before you can ask questions.
- We have to educate a person about their disability through self-advocacy and self-determination before we can support independence.
- Ask yourself, is the person in charge and managing their disability or are you?

Year 1 Direct Observations of IEP Meetings Who Talked at IEP Meetings? 2004



My Store

5 Changes that needs to take place

- Support communication and/or have away to communicate
- Teach Self-determination concepts
- Address Learning Styles
- Support the use of technology
- Support Self-Acceptance

Learning Styles

(1) Learning styles are the way you take in information and learn

(2) Support knowledge and understanding of learning styles

- Learning Styles
- Listening/auditory learner
- Visual learner
- Tactile-Kinesthetic/learn by experiencing/doing things

Self-Acceptance of a disability

- Support Mental health services
- Develop a positive support system
- Support understanding and education of the disability
- Support opportunities for success
- Support independency

Copyright 2009 Michelle Butts

▪

Self-Determination concepts

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 needs • Identify interests • Identify & understand strengths • Identify & understand limitations • Identify own values 	<ul style="list-style-type: none"> • Assertively state wants & needs • Assertively state rights • Determine needed supports • Pursue needed supports • Obtain & evaluate needed support • Conduct 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

Self-Acceptance of a disability

This is the emotional part of the disability that is rarely if ever addressed. You need time to accept that you have a disability and have the opportunity to make sense of what that means.

This time can be hard for some and almost impossible for others. Without a support system and a strong understanding of your disability, self acceptance can be even more difficult to achieve.

If you do not achieve self-acceptance then you are not in control of your disability and others will be in control and you will have limited success.

Once you have achieved acceptance of your disability, it becomes a life long process, a struggle against the limitations you place on yourself and of those placed on you by others.

To feel successful comes from personal achievement within.....

People First Language

- A person first, before their disability
- Influence and language lead to perception
- Supports are not bound to a person with a disability, but used by the person with a disability
- A person should not be emphasized by their need, but by their ability
- It's not disabled it's a disability
- A person with a disability simply may have more of a need

"Peoples First Language" optioned by: Michelle Butts 2009

In charge of your disability

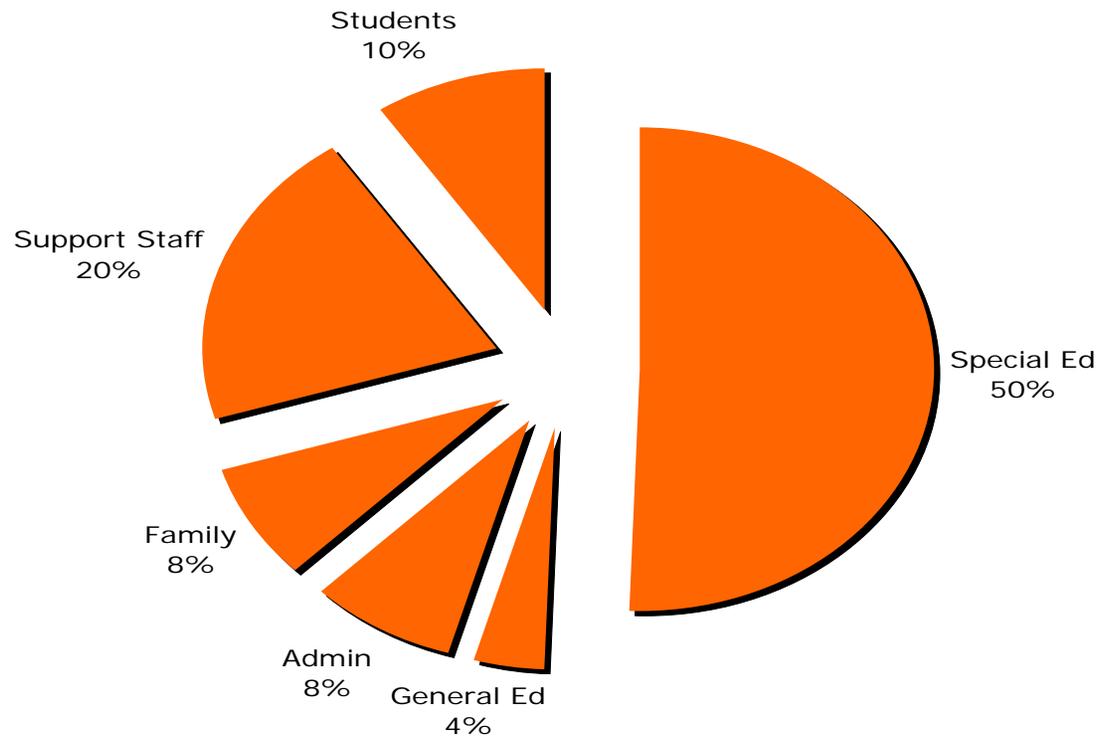
What does it look like when you are in charge of your disability, do you know?

- You know how to explain it and/or communicate it.
- You know what accommodations you need and how to use them.
- You know what supports you need and how to get the information you need to support your self.
- You know how to learn in different environments.
- You are using your strengths.
- You are reaching your full potential.
- You know your rights and how to use them.

Copy Right 2009 by: Michelle Butts

2005

Percent of Intervals Discussed Transition



MY Mirror

Support tools

- Education yourself
- Student Identified support List
- Bell Curve
- Parent implementation for Reviews and IEP's
- Student implementation for Reviews and IEP's
- Secondary Transition development plan and Steps Process