



Pre-Employment Transition Services Sequencing Guide: Instruction in Self-Advocacy

January 24, 2022

1st Edition



Pre-ETS Overview

Pre-Employment Transition Services (Pre-ETS) are mandated under the Workforce Innovation and Opportunity Act (WIOA) of 2014. WIOA defines five Pre-ETS that students should receive to encourage better preparation for postsecondary education, independent living, and employment. The five required Pre-ETS are:

1. Job Exploration Counseling
2. Counseling on Postsecondary Education Opportunities
3. Instruction in Self-Advocacy
4. Workplace Readiness Training
5. Work-Based Learning Experiences

Purpose of the Sequencing Guide

This guide is an instructional tool intended to be used by Pre-ETS providers after a student has been determined eligible to receive Pre-ETS. It is designed to support the provider with identifying a student's progress, tracking specific activities that are beneficial to the student, and individualizing services based on the student's needs and interests. It is not intended to be used to determine eligibility or advise billing procedures. Be sure to consult your state requirements and guidelines prior to using this guide.

The purpose of the Pre-ETS Sequencing Guide is to provide a recommended framework and sequence to deliver Pre-ETS. This guide is meant to aid providers in gaining knowledge of a student's progress towards essential skills categorized under each of the five required Pre-ETS. The guide's layout demonstrates how skills build on each other and can be delivered in a sequential manner. Using this guide will help to ensure that students are developing the skills and knowledge that are relevant and necessary to help them explore careers, prepare for, and achieve postsecondary goals to include competitive, integrated employment outcomes.

The goals of this guide are to assist with:

- Adding structure and consistency to service delivery
- Using a person-driven planning approach to ensure instruction leads to individualized skill development
- Targeting instruction around a student's current needs, rather than age or grade level
- Using instructional scaffolding to build on existing knowledge to advance skills and increase independence
- Tracking a student's progress and proficiency of skills

- Collaborating with a student's support system (i.e., teachers, caregivers, family, counselors) to make decisions about transition planning that will increase student participation and engagement
- Eliminating duplication of services between schools, vocational rehabilitation, WIOA Youth, community rehabilitation programs, and other service providers

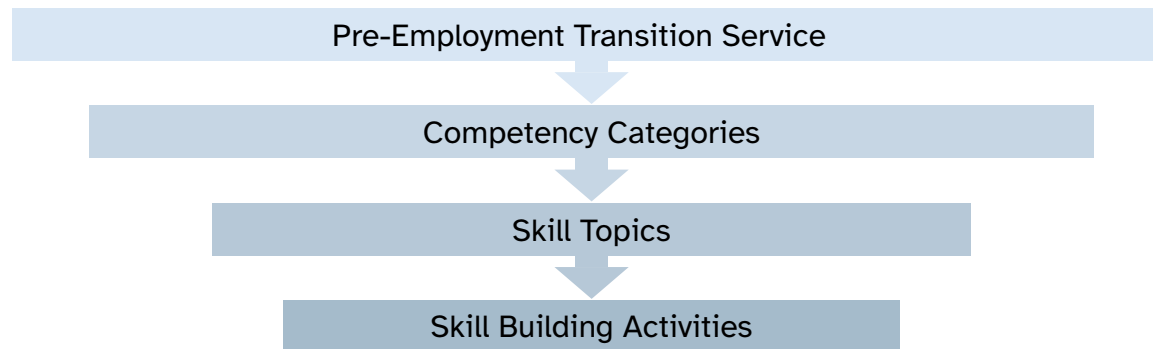
How to Use the Sequencing Guide

A student's postsecondary goals should drive transition planning. This guide will assist with evaluating a student's knowledge or skill level in a variety of areas while keeping their career interests and goals in mind. Planning based on a student's current knowledge base ensures that the student is exposed to all of the needed information and skill instruction to lead to a positive outcome. The activities in this guide are short-term in nature and should be updated as the student progresses through one or more of the five required Pre-ETS.

This guide assists with determining services based on students' skills and needs rather than age or grade level. It is designed to support the scaffolding of services so that providers can ensure students have a solid foundation as they work towards mastering these skills. Scaffolding is a teaching process that systematically builds on the students' experiences and knowledge as they learn new skills. The Sequencing Guide also provides a task analysis of each *Skill Building Activity*. A task analysis is when a complex skill is broken down into a set of steps that need to be mastered to demonstrate proficiency in the skill.

Organization

This guide is organized by each of the five required Pre-ETS. Within each service area, there are *Competency Categories*. These categories contain *Skill Topics* included within that Pre-ETS. Each *Skill Topic* is then broken down into *Skill-Building Activities* that serve as a task analysis to assist with scaffolding instruction so that students can reach proficiency.



Planning Service Delivery

Implementing a person-driven planning approach to Pre-ETS instruction is a key strategy to ensuring successful transitions for students with disabilities. Using the student's needs to guide instruction will improve the effectiveness of Pre-ETS delivery and student outcomes.

When beginning services, this guide can be used to evaluate a student's current knowledge or understanding of the components of the Pre-Employment Transition Service being delivered. In order to get an accurate representation of a student's current skill levels, collaboration with the teacher and other members of the student's support system is essential. Delivering services based on a student's recent experience and knowledge requires differentiation. Differentiation helps to create meaningful learning opportunities while maximizing the learning of each student. It keeps the student and their goals as the main focus of the instruction.

Suggested Process for Using the Sequencing Guide

1. DETERMINE ELIGIBILITY FOR PRE-ETS BEFORE USING THE GUIDE

Before any student with a disability receives Pre-ETS, Vocational Rehabilitation must verify that the student is meeting the definition of a student with a disability and is in need of the Pre-ETS.

Pre-ETS are designed to be short-term in nature and to help students identify career interests, which may be further explored through additional vocational rehabilitation (VR) services, such as transition services and other individualized VR services. Additionally, it is essential that they are provided or arranged in collaboration with local educational agencies (LEAs).

2. COLLABORATE

Collaborate with the student's support system and gather information from them to help accurately evaluate the student's progress and proficiency with each *Skill Topic*.

3. PRIORITIZE

Determining the priority of all the listed *Skill Topics* based on the student's needs and postsecondary goals will help identify where to begin instruction.

- a. High—This skill is required for the student to achieve their postsecondary goals.
- b. Medium—This skill is needed, but other skills will have a more direct impact on helping students reach their postsecondary goals.
- c. Low—This skill is not essential for this student to meet their postsecondary goals, or the student is already proficient in this skill.

4. EVALUATE PROGRESS

Use *Minimal*, *Developing*, or *Satisfactory* to rate the student's progress with each *Skill-Based Activity* related to supporting their postsecondary goals.

- a. Minimal—The student demonstrates little or no knowledge or understanding and needs explicit and direct instruction, practice, and/or one-on-one support.
- b. Developing—The student demonstrates some knowledge or understanding but continues to need some direct instruction and practice.
- c. Satisfactory—Given any needed accommodations, the student demonstrates enough knowledge or understanding of the skill and can move forward.

5. DETERMINE PROFICIENCY

Determine if the student is proficient with each of the listed *Skill Topics* by checking Yes or No.

6. PERSONALIZE INSTRUCTION

Use this information and person-driven planning strategies to develop an individualized starting point for service delivery. Begin with the *Competency Categories* that have been ranked as a high priority for the student. The *Skill-Building Activities* are listed in an order to assist with planning service delivery for each student.

After rating the student's progress for each *Skill-Building Activities*, identify the activities where the student is currently ranked as having **minimal progress**. This is the starting point for service delivery. If the student does not have a **minimal progress** status on any of the activities, begin with the first activity marked as **developing**.

Reflect on Instruction

- When updating the Sequencing Guide, celebrate student growth and success. Be sure to point out opportunities for self-reflection regarding new skills they have learned and explain how they will achieve their goals.
- Use the *Notes* section under each *Skill Topic* to record helpful information regarding the student's learning. This may include:
 - Completed student activities
 - Useful resources
 - Student support needs
 - Future ideas or plans for instruction
- Consider the level of assistance that students need with completing a *Skill Building Activity* and be sure to make notes of any supports or helpful accommodations.
- Consider the "I Do, We Do, You Do" method of content delivery and task completion for students with more complex support needs. This is a teaching strategy that starts with a demonstration (I Do), then leads to the provider and student completing the task together (We Do), and fades into having the student complete the task independently (You Do).
- Reviewing skills regularly with students ensures that they have maintained the knowledge and continue to demonstrate proficiency. Skill maintenance requires frequent practice.
- Generalization is when a skill or task can be demonstrated or completed in a variety of settings and situations. It is important to provide students with multiple opportunities to practice skills outside of the typical instructional setting.

Doing this shows them how to apply their skills in real-world situations.

- Think about ways to improve instruction in the future:
 - Materials/Curriculum
 - More effectively grouping students
 - Improve collaboration with the student support system

Tips for Successful Implementation of the Sequencing Guide

- Plan instruction according to a student's current knowledge and experience rather than their age or grade level.
- Remember that skills or topics may overlap between the five required Pre-ETS. For example, a student may primarily learn about decision-making strategies through Instruction in Self-Advocacy. This skill is also relevant to multiple Pre-ETS and may need to be revisited through the lens of that service.
- Provide students with the accommodations and supports they need to demonstrate mastery of these skills.
- Fill out a Sequencing Guide for each student receiving Pre-ETS. While this may be time-consuming at the beginning, it should assist with grouping students more efficiently.
- After using the Sequencing Guide to identify a starting point for service delivery, gather additional resources and activities to teach the student the new content or skill.
- It is important to teach skills with the goal of mastery, not just experience. Be sure to consistently monitor for student understanding. Students may have received instruction, but that does not always mean they have mastered the skill.
- Consider revisiting and updating each student's Sequencing Guide every quarter. This aligns with the timing of report cards and progress reports, which may be a good time for teachers and providers to collaborate and discuss the students' progress and needs.

Instruction in Self-Advocacy

Self-advocacy is any time a person speaks or acts on their own behalf to improve their quality of life. The goal of Instruction in Self-Advocacy is to support students in developing the knowledge, skills, and confidence they need to become actively involved in decisions that affect their success and future. Through Instruction in Self-Advocacy, students learn about their ability to effectively communicate, convey, negotiate, and assert their own interests and/or desires. Some of the most common competency categories under the Instruction in Self-Advocacy category are:

- **Self-Advocacy and Self-Determination**
 - Working knowledge of self-advocacy skills and how they support self-determination
 - Understanding a person-driven approach to advocating and planning for the future
- **Self-Awareness**
 - Developing knowledge of themselves through reflection and self-assessments
 - Developing awareness of their disability and its impact on education, employment, and/or independent living
 - Understanding their role in making decisions and setting goals
- **Knowledge of Rights and Responsibilities**
 - Working knowledge of disability-related laws
 - Understanding of disability disclosure in various settings
 - Working knowledge of rights and responsibilities in the workplace
 - Working knowledge of rights and responsibilities in postsecondary education
 - Working knowledge of rights and responsibilities in the community and social settings
- **Communication of Needs and Preferences**
 - Recognizing effective communication strategies in employment, postsecondary education, and the community
 - Working knowledge of assertive communication
 - Utilizing tools that aid in effective communication
- **Leadership**
 - Understanding opportunities for the development of leadership skills
 - Feeling empowered to be actively involved in support planning meetings and planning for the future
- **Expanding Self-Advocacy**
 - Gaining confidence and self-advocacy skills through mentorships
 - Gaining knowledge of individualized supports by creating a community resource map

INSTRUCTION IN SELF-ADVOCACY

Category: Self-Advocacy and Self-Determination

Skill Topic: Working knowledge of self-advocacy skills and how they support self-determination

Priority for Student or Group: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Express their motivation for wanting to be actively involved and taking ownership in making decisions about their own lives	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Define self-determination as a combination of skills, knowledge, and beliefs that allow a person to make choices and manage their own lives: a. Choice-making b. Decision-making c. Goal setting d. Problem-solving e. Self-awareness f. Self-efficacy g. Self-advocacy h. Self-regulation	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Define self-advocacy as any time a person speaks or acts on their own behalf to improve their quality of life	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

<p>4. Identify the components of self-advocacy:</p> <ul style="list-style-type: none">a. Standing up for themselves or othersb. Understanding and communicating strengths, weaknesses, needs, and wantsc. Making decisions based on interestsd. Setting goals for personal successe. Recognizing the individuals who can support themf. Communicating strengths, needs, and wantsg. Understanding rights and responsibilitiesh. Taking responsibility for themselvesi. Asking for and accepting support	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>5. Develop self-confidence and a strong self-image by using positive self-talk to describe themselves</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>Notes</p>	<p>The student demonstrates proficiency:</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

INSTRUCTION IN SELF-ADVOCACY

Category: Self-Advocacy and Self-Determination

Skill Topic: Understanding a person-driven approach to advocating and planning for the future

Priority for Student or Group: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Define person-driven planning as an approach that allows individuals with disabilities to take ownership and make decisions about their future	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Understand that being involved with the planning of their future can help them live a successful and happy life	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Understand that their role in person-driven planning includes: a. Developing and reviewing a personal profile b. Sharing visions for the future c. Identifying opportunities for their future d. Identifying obstacles e. Developing action steps and strategies	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

<p>4. Prepare to participate in a person-driven planning meeting by answering questions such as:</p> <ul style="list-style-type: none"> a. What do you like about yourself? b. What is important to you? c. What does a good day look like? d. What parts of your life are working for you, and what parts do you want to change? 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>5. Understand how participating in integrated community experiences can help them build self-advocacy skills:</p> <ul style="list-style-type: none"> a. Growing network of resources and supports b. Enhancing community connections c. Determining likes and dislikes 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>Notes</p>	<p>The student demonstrates proficiency:</p> <input type="checkbox"/> Yes <input type="checkbox"/> No

Category: Self-Awareness

Skill Topic: Developing knowledge of themselves through reflection and self-assessments

Priority for Student or Group:

- ☐ High
- ☐ Medium
- ☐ Low

INSTRUCTION IN SELF-ADVOCACY

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Define self-awareness as the ability to recognize and understand their feelings, thoughts, actions, strengths, and challenges, as well as the needs, feelings, and perspectives of others	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Understand the two types of self-awareness: a. Public awareness is how others see them b. Private awareness is understanding something about themselves that others might not see	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Describe themselves by outlining their strengths, challenges, interests, likes, dislikes, support needs, and goals as it relates to their community involvement, employment, or postsecondary education opportunities	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Determine the areas they feel they need to further explore: a. Strengths, interests, and preferences b. Learning styles c. Support needs d. Goals and aspirations	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
5. Take self-assessments in targeted areas to gather information about themselves and increase self-awareness	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
6. Review and discuss results of self-assessments and identify the various ways they can use this information	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
7. Discuss how others may perceive their behaviors, strengths, and weaknesses and the impact that can have on future goals such as employment, postsecondary education, and community involvement	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

Notes	The student demonstrates proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No
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Category: Self-Awareness

Skill Topic: Developing awareness of their disability and its impact on education, employment, and/or independent living

Priority for Student or Group: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Name and briefly explain their disability	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Recognize their current strengths and abilities	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Identify and explain to what extent their disability impacts: <ul style="list-style-type: none"> a. Participation in academic classes in high school b. Employment in a variety of work settings c. Postsecondary education or training opportunities d. Their ability to live independently 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

4. Identify and explain supports and accommodations that help them to be successful and overcome barriers	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
Notes	The student demonstrates proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No

Category: Self-Awareness

Skill Topic: Understanding their role in making decisions and setting goals

Priority for Student or Group: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Understand that informed decision-making means gathering information and examining possible outcomes and how each option aligns with their unique interests and strengths	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

2. Create a plan with their parent, guardian, or service providers identifying the options for the level of support they need when making decisions and planning for their future: a. I can decide with no extra support. b. I need support with my decision. c. I need someone to decide for me.	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Identify the process for setting goals that align with their preferences, interests, strengths, and needs	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Identify strategies for creating an action plan for achieving their goals	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
5. Identify strategies for monitoring their progress towards achieving the goal	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
Notes	The student demonstrates proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No

Category: Knowledge of Rights and Responsibilities

Skill Topic: Working knowledge of disability-related laws

Priority for Student or Group:

- ☐ High
- ☐ Medium
- ☐ Low

INSTRUCTION IN SELF-ADVOCACY

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Demonstrate an understanding of law-related vocabulary: <ul style="list-style-type: none"> a. Disability b. Discrimination c. Eligibility d. Entitlement e. Law f. Reasonable accommodations g. Responsibilities h. Rights 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Understand that anti-discrimination and civil rights laws protect all individuals and that some laws are specifically disability-related	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Define and identify the protections and rights defined by the following laws: <ul style="list-style-type: none"> a. The Americans with Disabilities Act (ADA) (Title I, II, III, IV, V) b. Section 504 of the Rehabilitation Act c. Individuals with Disabilities Education Act (IDEA) d. Workforce Innovation Opportunity Act (WIOA) 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Identify the settings and situations in which these laws apply and protect individuals with disabilities: <ul style="list-style-type: none"> a. High school b. Employment c. Postsecondary education d. Community 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

<p>5. Understand the shift from entitlement to eligibility as it relates to accessing supports, services, and accommodations when they leave high school and enter adulthood:</p> <ul style="list-style-type: none"> a. Entitlement <ul style="list-style-type: none"> i. As high school students, they are entitled to receive services in order to have access to a Free and Appropriate Public Education (FAPE). ii. The school is responsible for identifying and providing the accommodations and services they need. b. Eligibility <ul style="list-style-type: none"> i. After high school, services are not guaranteed. They must be determined eligible to receive services and supports. ii. After high school, the only way they will receive accommodations is if they request them. 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>6. Compare and contrast their rights and responsibilities in high school with their rights and responsibilities in the workplace, postsecondary education, and community</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>Notes</p>	<p>The student demonstrates proficiency:</p> <input type="checkbox"/> Yes <input type="checkbox"/> No

INSTRUCTION IN SELF-ADVOCACY

Category: Knowledge of Rights and Responsibilities

Skill Topic: Understanding of disability disclosure in various settings

Priority for Student or Group: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Define <i>disability disclosure</i> as intentionally releasing personal information about their disability for a specific purpose, such as requesting support or accommodations	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Understand that after high school, it is their right and responsibility to decide if they want to disclose their disability	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Identify potential reasons, advantages, and disadvantages for disclosing their disability	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Identify the steps and processes for disclosing their disability and requesting accommodations in settings applicable to their future plans: a. Workplace b. Postsecondary Education Institution c. Community	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

Notes	The student demonstrates proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No
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Category: Knowledge of Rights and Responsibilities

Skill Topic: Working knowledge of rights and responsibilities in the workplace

Priority for Student or Group: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Understand the protections of each law and how they pertain to the workplace: a. The ADA b. Section 504 of the Rehabilitation Act	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Identify the rights that are protected under these laws	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Identify the requirements of the employer under these laws: a. Provide reasonable accommodations as long as they do not alter the function of the business b. Not required to alter or remove job requirements for a position	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

4. Understand the difference between needing specific skills to meet the job requirements and needing reasonable accommodations to be able to perform a task	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
5. Understand that if they decide they want to request support and accommodations, they are responsible for: a. Following the process and procedures for the workplace b. Disclosing their disability to their supervisor c. Providing any required documentation d. Identifying reasonable accommodations needed in the workplace	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
6. Practice effective and professional strategies for communicating with supervisors and coworkers about supports and advocating for accommodations in the workplace	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
Notes	The student demonstrates proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No

Category: Knowledge of Rights and Responsibilities

Skill Topic: Working knowledge of rights and responsibilities in postsecondary education

Priority for Student or Group:

- ☐ High
☐ Medium
☐ Low

INSTRUCTION IN SELF-ADVOCACY

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Understand the protections of each law and how they pertain to postsecondary education: a. The ADA b. Section 504 of the Rehabilitation Act	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Identify their rights that are protected under these laws	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Identify the requirements of postsecondary education (PSE) institutions under these laws a. Provide reasonable accommodations for those students who disclose their disability and provide evidence of the need for accommodations	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Understand what is not required of PSE institutions: a. Not required to provide related services, personal devices, or interventions b. Not required to alter or remove admission requirements or standards for passing courses	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
5. Understand that they must meet the admission requirements for the type of PSE program they want to attend	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
6. Understand that if they decide they want to request support and accommodations, they are responsible for: a. Following the process and procedures for the PSE program they are attending b. Disclosing their disability to the disability services office c. Providing required documentation to prove eligibility d. Identifying and showing evidence of the need for accommodations	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

7. Practice effective strategies for communicating with professors/trainers about supports and accommodations in PSE	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
Notes	The student demonstrates proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No

Category: Knowledge of Rights and Responsibilities

Skill Topic: Working knowledge of rights and responsibilities in the community and social settings

Priority for Student or Group: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Understand the protections of each law and how they pertain to accessing community resources such as health care, recreation, and social opportunities: a. The ADA b. Section 504 of the Rehabilitation Act	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Identify the rights that are protected under these laws	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

<p>3. Understand that they are responsible for obtaining the information, supports, and accommodations they need to be successful. These responsibilities include:</p> <ul style="list-style-type: none">a. Understanding their disability and the impact it has on accessing community activitiesb. Exploring and choosing resources that can help them to access the communityc. Communicating their support needs with enough time for the supports to be put into place	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>4. Practice effective strategies for communicating with friends, family, or other community members about receiving supports and accommodations in the community</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>Notes</p>	<p>The student demonstrates proficiency:</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

Category: Communication of Needs and Preferences

Skill Topic: Recognizing effective communication strategies in employment, postsecondary education, and the community

Priority for Student or Group:

- ☐ High
- ☐ Medium
- ☐ Low

INSTRUCTION IN SELF-ADVOCACY

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Define <i>effective communication</i> and understand that it ensures their opinions are heard, information is shared, and they receive needed supports	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Identify the different methods of communication and discuss which methods they feel the most and least comfortable with: <ul style="list-style-type: none"> a. Verbal b. Non-verbal c. Written d. Active listening e. Visual 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Define and give examples of effective verbal and nonverbal communication as it relates to: <ul style="list-style-type: none"> a. Body language and personal space b. Facial expressions c. Social cues d. Speech rate e. Tone of voice 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Identify and provide examples of effective ways to communicate with various individuals: <ul style="list-style-type: none"> a. Family b. Peers/Friends c. Authority figures d. Community members e. Service providers 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

5. Compare and contrast communication in casual environments versus professional or formal environments	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
6. Determine supports that can help them communicate effectively: a. Assistive technology b. Visuals c. Written communication d. Removing environmental distractions	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
7. Demonstrate the ability to effectively share information about their preferences, interests, and strengths in a clear and concise manner	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
8. Demonstrate the ability to communicate their needs effectively, request help, support, and accommodations	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
Notes	The student demonstrates proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No

Category: Communication of Needs and Preferences

Skill Topic: Working knowledge of assertive communication

Priority for Student or Group:

- ☐ High
- ☐ Medium
- ☐ Low

INSTRUCTION IN SELF-ADVOCACY

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Define assertiveness as a method of communication that allows individuals to: <ul style="list-style-type: none"> a. Communicate in a confident and respectful way b. Acknowledge and express both positive and challenging feelings c. Share opinions and information confidently d. Express needs and wants to others e. Advocate for personal rights f. Stand up for their point of view while also respecting the rights and beliefs of others 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Compare and contrast the use of passive, aggressive, and assertive communication in various situations <ul style="list-style-type: none"> a. Verbal b. Nonverbal 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Determine how they can improve their communication by reflecting on their past experiences with communicating their needs and wants	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Identify and demonstrate the steps to engaging in assertive communication: <ul style="list-style-type: none"> a. Know what they want prior to a conversation or meeting b. Develop and ask questions before reacting c. Consider the perspectives of others d. Assume there is a solution to disagreements e. Listen to ideas and opinions of others f. Understand that “no” is an acceptable response 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

5. Participate in role-play scenarios to practice assertively sharing information and responding to others	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
Notes	The student demonstrates proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No

Category: Communication of Needs and Preferences

Skill Topic: Utilizing tools that aid in effective communication

Priority for Student or Group: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Identify specific accommodations, supports, or assistive technology that are needed to allow for effective communication in their: <ol style="list-style-type: none"> Workplace Postsecondary Education Program Community 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

<p>2. Identify self-advocacy tools that can be used to communicate about strengths, interests, and needs</p> <ul style="list-style-type: none"> a. One-Page Profile b. Transition Portfolio c. Presentation program (PowerPoint, Keynote, Prezi) d. Video or Audio Recording e. Other: _____ 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>3. Understand the purpose of using tools to communicate:</p> <ul style="list-style-type: none"> a. Help communicate the best ways to support them b. Assists in successfully participating in a person-driven planning c. Help others learn more about their personal values, unique needs, interests, and preferences 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>4. Select what format or type of communication tool will work best for them</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>5. Identify when these tools could be helpful for them to use when communicating with others in various settings</p> <ul style="list-style-type: none"> a. In a classroom b. Job training setting c. In the workplace d. In a postsecondary education setting e. During recreational or community activities 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

<p>6. Create a communication tool including the information under at least three categories</p> <ul style="list-style-type: none"> a. Appreciation- includes what other people admire about them, including their strengths and positive character traits b. Importance- includes what values and interests are most important to them c. Support- includes descriptions of accommodations and supports that help them to be successful 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>7. Practice communicating with the created tool, identified accommodations, supports, or assistive technology in a variety of settings</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>Notes</p>	<p>The student demonstrates proficiency:</p> <input type="checkbox"/> Yes <input type="checkbox"/> No

Category: Leadership Skills

Skill Topic: Understanding opportunities for the development of leadership skills

<p>Priority for Student or Group:</p> <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
<p>Skill Building Activities (The student can...)</p>	<p>Student Progress (The student's progress is _____)</p>

INSTRUCTION IN SELF-ADVOCACY

<p>1. Identify and define the skills that good leaders have or develop:</p> <ul style="list-style-type: none"> a. Organization b. Empathy c. Problem-solving d. Decision-making e. Communication f. Collaboration g. Independence h. Interpersonal skills 	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>2. Identify opportunities for taking on a leadership role</p> <ul style="list-style-type: none"> a. Leadership of future plans and decisions for themselves by participating in support plan meetings b. Leadership of others by getting involved in extracurricular or community activities 	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>3. Identify the ways leadership skills can positively impact their self-advocacy skills</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>4. Express motivation to lead and take ownership of setting their own goals and making their own informed decisions</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>5. Express a desire to take action to seek out leadership through involvement in community or extracurricular activities</p>	<p><input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory</p>
<p>Notes</p>	<p>The student demonstrates proficiency:</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

INSTRUCTION IN SELF-ADVOCACY

Category: Leadership Skills

Skill Topic: Feeling empowered to be actively involved in support planning meetings and planning for the future

Priority for Student or Group: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Understand that they are an equal partner in making decisions and planning for services, supports, and future goals	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Identify the purpose of the support plan being updated or developed Support plan examples: a. Individualized Education Program (IEP) b. IEP Summary of Performance c. 504 Plan d. Person-Driven Planning Meeting e. Individualized Plan for Employment f. Other: _____	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Prepare for the meeting by pinpointing their interests, goals, aspirations, opinions, and strengths	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

<p>4. Review the support plan before the meeting so that they can:</p> <ul style="list-style-type: none"> a. Develop questions b. Identify what aspects need further explanation c. Determine what additional information they need 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>5. Determine their desired level of participation in the meeting</p> <ul style="list-style-type: none"> a. How much of the meeting do they plan to lead? b. What information do they want to share? c. How or in what format do they plan to share the information? d. What do they need support with? 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>6. Create materials or develop their talking points that they want to be addressed at the meeting</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>7. Attend and participate in the meeting</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>8. Reflect on their level of participation in the meeting and set goals for participating in upcoming meetings</p>	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
<p>Notes</p>	<p>The student demonstrates proficiency:</p> <input type="checkbox"/> Yes <input type="checkbox"/> No

INSTRUCTION IN SELF-ADVOCACY

Category: Expanding Self-Advocacy

Skill Topic: Gaining confidence and self-advocacy skills through mentorships

Priority for Student or Group: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Define mentorship as a formal or informal relationship where a more experienced person (mentor) in certain areas supports a person with less experience within a shared interest	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Understand the potential benefits of being involved in a mentorship: a. Gain career awareness and options for future goals b. Increase knowledge of disability rights c. Increase community involvement and extracurricular participation d. Understand how to advocate for themselves e. Improve outlook on their future	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Define the different options for increasing self-advocacy skills through mentorships: a. Peer mentoring b. Disability mentoring c. Group mentoring d. E-mentoring	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

4. Express interest in increasing self-advocacy skills through participation in a mentorship and identify the type of mentorship they are interested in participating in	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
5. Identify topics or areas of interest they would like to learn more about through a mentorship	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
6. Effectively engage in a mentorship through ongoing communication with their mentor	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
7. Discuss how their participation in the mentorship is helping them build their self-advocacy skills	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
Notes	The student demonstrates proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No

Category: Expanding Self-Advocacy

Skill Topic: Gaining knowledge of individualized supports by creating a community resource map

Priority for Student or Group:

- ☐ High
- ☐ Medium
- ☐ Low

INSTRUCTION IN SELF-ADVOCACY

Skill Building Activities (The student can...)	Student Progress (The student's progress is _____)
1. Define <i>community resource mapping</i> as an activity that will help to identify, access, and make decisions about what community supports and activities support them with their future goals	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
2. Understand that resources are places, items, information, services, or agencies that can support them	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
3. Compare and contrast local, state, and national resources	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
4. Identify the potential features of a community resource map <ul style="list-style-type: none"> a. Resource-based b. Community-specific c. Disability-specific resources 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
5. Complete the preparation steps for building a community resource map: <ul style="list-style-type: none"> a. Look at examples of community resource maps b. Define the geographic area that will be included c. Determine how they will access their resources d. Identify the types of resources that meet their interests or needs e. Collect information about community resources and ask them for information about what they provide 	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory

INSTRUCTION IN SELF-ADVOCACY

6. Define the resource categories: a. Advocacy and Disability Rights b. Employment c. Family Support d. Independent Living e. Postsecondary Education f. Recreation g. Other: _____	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
7. Determine the format they will be using for their community resource map: a. Google My Maps b. Spreadsheet c. Visual Representation d. Audio or Video e. Other: _____	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
8. Collaborate with peers and adults from their school or community to locate and gather information on needed resources	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
9. Build a community resource map in their preferred format and maintain it by updating information and resources regularly	<input type="checkbox"/> Minimal <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory
Notes 	The student demonstrates proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No