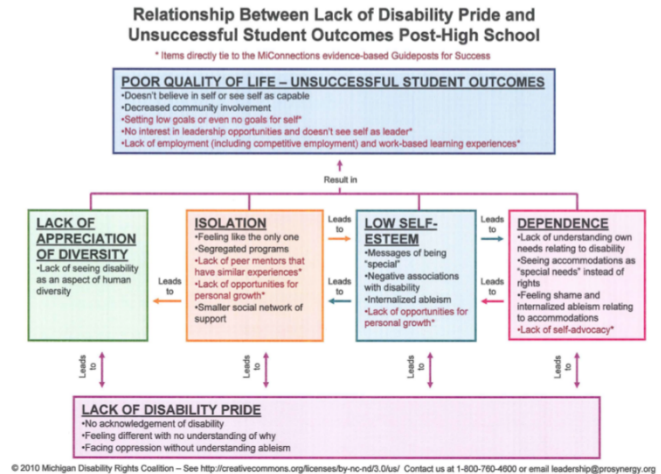


PRIDE CHART EXPLANATION

Poor Quality of Life – Unsuccessful Student Outcomes

- See chart bullet points
- Note: the ones in red with an asterisk are directly related to the misconnections youth leadership or work-based learning guideposts. These are things that research says a student must have to have successful outcomes.



- Let's look at why students might be unsuccessful

One contributing factor is that they have low self-esteem

- See chart bullet points
- Really start believing the negative messages you here about your disability
- For example, if people are always making decisions for you, you start believing you are not capable of making your own choices
- When someone has low self-esteem they probably aren't setting goals for their future

- If they feel negative about their disability they probably won't want to engage in their IEP because it just (in their eyes) reinforces that there is something wrong with them or reminds them that they need something special that other students don't need
- If you don't see yourself as good enough or worthy of education, you aren't going to show up at school

Another contributor to unsuccessful outcomes is dependence

- See chart bullet points
- If you don't advocate for accommodations, you won't be included in community activities
- If you don't know what accommodations you need or how to advocate for them, it makes getting a job or going to college difficult
- Students won't have the leadership skills needed to get their needs met throughout the rest of their life

Low self-esteem can lead to dependence

- Have you seen people with low self-esteem successfully advocate for themselves?
- If you don't see yourself as worthy of accommodations or having your needs met, you probably won't advocate for them

Dependence can lead to low self-esteem

- If you see accommodations as something special then your self-esteem goes down
- It can be really confusing for youth if on one hand we tell them they are just like everyone else and deny their disability. Yet on the other hand we tell them they are “special” and have to go on an IEP to get their “special needs” met. It leaves them confused – why do all the other “normal” students not have “special needs” or why am I in the classroom and my friends aren’t if we are all supposed to be the same. This affects self-esteem.

A third contributor is isolation

- See chart bullet points
- If you belong to only segregated programs, you don’t even know there is a community out there or that you can be part of more generic opportunities open to all community members
- If you are in special education classes you start believing you are not capable which results in low or no goals for yourself, no desire to develop leadership skills
- If you are in segregated programs and classes, it limits the scope of possibilities for the future. May not be aware of all the options because you are only exposed to a limited amount of resources
- If you are isolated, you don’t have connections to get a job. It’s something like 75% of jobs are found by the people you know.

Isolation leads to low self-esteem

- You don't see people like you – not talking to people who understand your disability related experiences
- May not have role models with disabilities
- You won't have people around to help you identify your strengths

Low self-esteem leads to isolation

- If I hate my disability and am trying to hide it (and a lot of disabilities cannot be hidden), I am not going to want to be involved in the community or be out in public –
- I am also not going to want to talk about it or my experiences with it which means I internalize it and then I end up taking it all out on myself

The final contributor to unsuccessful outcomes is lack of appreciation of diversity

- Here the person does not see disability as part of human diversity but sees it as something that is wrong and needing to be fixed
- If you don't see yourself as part of a natural part of diversity, you may have a harder time seeing yourself as an asset to places of employment, schools, or other community settings

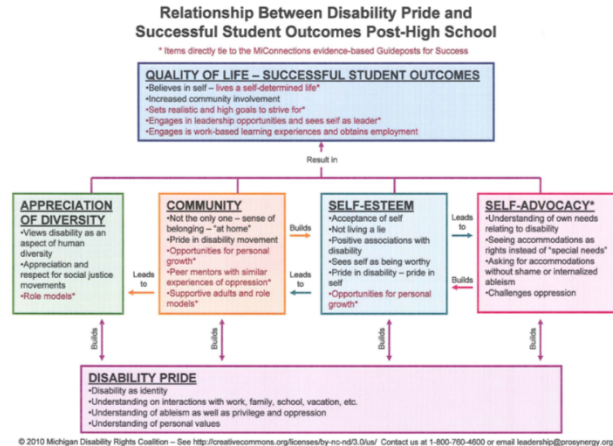
- If you aren't aware of other diverse groups, you miss out on learning from their movements and learning important leadership skills

Isolation leads to a lack of appreciation of diversity

- You may experience culture shock if you are exposed to diverse groups after being isolated or in segregated programs
- If you are isolated, you miss out on seeing the valuable contributions of other diverse groups

Quality of life – successful student outcomes

- This is our common goal – this is why we are all here
- We want our students/children to be successful



- *Note: the ones in red with an asterisk are directly related to the misconnections youth leadership or work-based learning guideposts. These are things that research says a student must have to have successful outcomes.*
- When we look at what the guideposts consider success you will find:
- See chart bullet points

Disability Pride

- One of the things the disability justice community wants students to be aware of is this notion of disability pride
- Someone who has disability pride understands.... See chart bullet points
- So how does disability relate to quality of life and successful outcomes? What is the relationship?

Disability pride builds self-esteem

- See chart bullet points
- If you have high self-esteem you are more likely to believe in yourself and live a self-determined life
- Same thing – you set goals for yourself, see yourself as capable of reaching those goals

Disability Pride builds self-advocacy

- See chart bullet points
- Mentioned before, but have to know you have a disability in order to know your accommodations. And you have to advocate for accommodations after high school whether you go to college, get a job, or just in everyday life as you move through the world
- When you are successfully self-advocating, you start seeing yourself as a leader, someone who is capable of making positive change which increases leadership opportunities and community involvement

High self-esteem leads to self-advocacy

- When you see yourself as being worthy and you accept disability as part of your identity, it is easier to advocate for your accommodations/needs. You know what your accommodations are your rights so when you advocate you don't have that shame.
- You have to believe what you are advocating for. If you don't, you won't be successful.

Self-advocacy leads to higher self-esteem

- As you successfully advocate, your self-esteem increases. You feel good about yourself and what you have accomplished.
- If you know your accommodations are your “right” and not “special” then you don’t internalize the ableism and shame when you advocate for them which means you have higher self-esteem because you aren’t turning things inward

Disability pride builds community

- See chart bullet points
- When you see yourself as part of a community or multiple communities, you are more likely to become engaged and involved in that community
- You are now connected to tons of people who can help you with job opportunities
- You have a large network to help support you as you work to achieve your goals
- You have a community who sees you as being capable to reach your goals and maybe even set higher goals for yourself

Community builds self-esteem

- Think back to when you have been part of a group and people have told you that you are good at something – that makes you feel good about yourself.

- Being around other people like you who are proud and positive about their disabilities helps you be positive and proud of yours. The supportive adults and peer mentors help build your self-esteem.
- When you talk with people in the disability community about your experience with disability (say you faced some ableism today), they can help remind you that it is not you or your disability at fault

High self-esteem leads to community

- When you are accepting of yourself and having positive associations with disability, you are drawn to the disability community – you want to be with people like you
- As someone takes pride in themselves they begin to start taking pride in their community

Pride builds an appreciation of diversity

- See chart bullet points
- When you are able to see how you and other communities are oppressed then you are more likely to take action and become involved in community and advocacy to make change – which might even lead to leadership opportunities or employment (this is how I found my work)

Community builds an appreciation of diversity

- When you become aware of yourself and your community being oppressed and learn about the history of resisting that

oppression, you start becoming aware of other communities that have faced oppression and resisted oppression

So you can see here that disability pride is the foundation for successful student outcomes.

Without pride – when people do not acknowledge their disability, do not accept and embrace it, do not become aware of disability community, do not advocate for their needs, etc. then you have unsuccessful student outcomes.