

Building Blocks of Self-Advocacy

Supporting youth and young adults to have a say when decisions are being made about their future.



What is Advocacy?

Advocates speak up for themselves or others to make things better.



What is Self Advocacy?

A **self-advocate** is a person who speaks up for themselves.

Ask for what they need and want.

Take responsibility for decisions they make.

Why is Self-Advocacy Important?

Self-advocacy skills will be needed in education, workplace and the community. They include the ability to effectively communicate, negotiate and assert one's own interests and desires.

When young adults can self-advocate, they are better equipped to take on life's challenges

Why is self-advocacy important?

Their family has made decisions for them.
They are becoming an adult.
They need a chance to say:

What
they
want

What they
don't want.

What
happens
in the
future



Their Life, Their Future

Spending Money

Job

• | •

Where to Live

Setting Goals

Control Over Body & Health

Healthy Relationships

Getting Supports & Services

This Session

1. Importance of Knowing Their Disability
2. Knowing Their Team
3. Having Information Organized and Available
4. Expressing Their Thoughts and Information
5. Knowing Their Rights
6. Resolving Disagreements: Special Education

Importance of Knowing Their Disability



Strengths, Preferences, Interests, and Needs

[SPIN One Pager](#)

- We all want the chance to put our SPIN on our lives
- People with disabilities need to be able to discuss their needs, based on their disability:

Requesting services

Requesting accommodations – at school, work and community living



Determining eligibility for services

Special Education

13 Eligibility Categories

Community Mental Health

Mental Illness

Intellectual and Developmental
Disabilities

Medicaid

Vocational Rehabilitation Service

Michigan Rehabilitation Services – MRS
Bureau of Services for Blind Persons - BSBP

An existing physical or mental impairment.

Vocational or work-related barriers because
of your disability

Require vocational rehabilitation assistance.

Can benefit from vocational rehabilitation
services that will lead to employment

All Adult Services: Share in Common

- **Person with a Disability:** need to know about their disability and why they are seeking services.
- **Disability Related Needs:** Beyond medical diagnosis or special education eligibility.
- **Families:** Supporting youth/young adults
- **Adult Service Systems:** Different vocabulary and definitions

If youth / young adults...

- understand how their disability impacts daily life, work, and education, then they can successfully self-advocate.

Knowing Their Team



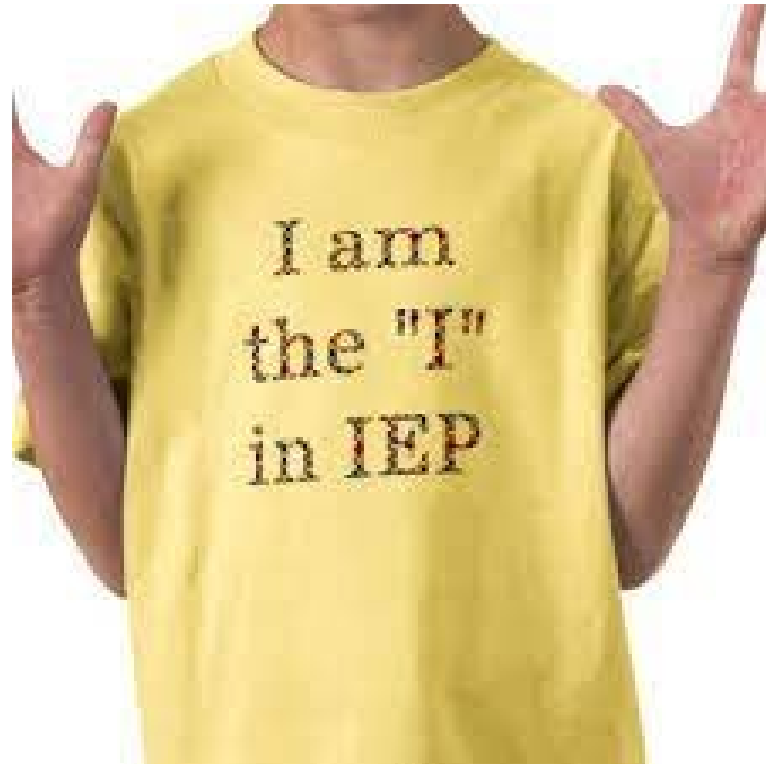
A black and white photograph of a hand holding a pen, poised to write on a document. The document appears to be a form or a checklist with various fields and lines of text. The hand is in the foreground, and the pen is held between the thumb and index finger.

Individualized Education Program

If they receive special education services, then:

- They have an IEP Team
- They have an IEP document

Who needs to be at an IEP meeting?



- How do you prepare a child to participate in the IEP meeting?
- Who can help prepare them?

Check out: [The IRIS Center](#) – Student Involvement in IEPs

The Student

Who else is an IEP Team Members?

Team Members

- Parents
- General Education Teacher (if a child will participate in a general education classroom)
- Special Education Teacher or Service Provider
- District Representative
- Someone who can interpret evaluation results
- People the parent, or student want to invite.

Does the student know:

- Names of people attending their IEP
- Purpose of them attending
- How to reach that person when the meeting is over

Understanding 4 Cornerstones of IEP



Present Level of
Academic
Achievement and
Functional
Performance



Goals &
Objective



Accommodation
s and
Modifications



Programs
and
Services

An IEP Covers



GENERAL EDUCATION
CURRICULUM



EXTRA CURRICULAR
ACTIVITIES



NON-ACADEMIC
ACTIVITIES

When to start planning for after High School

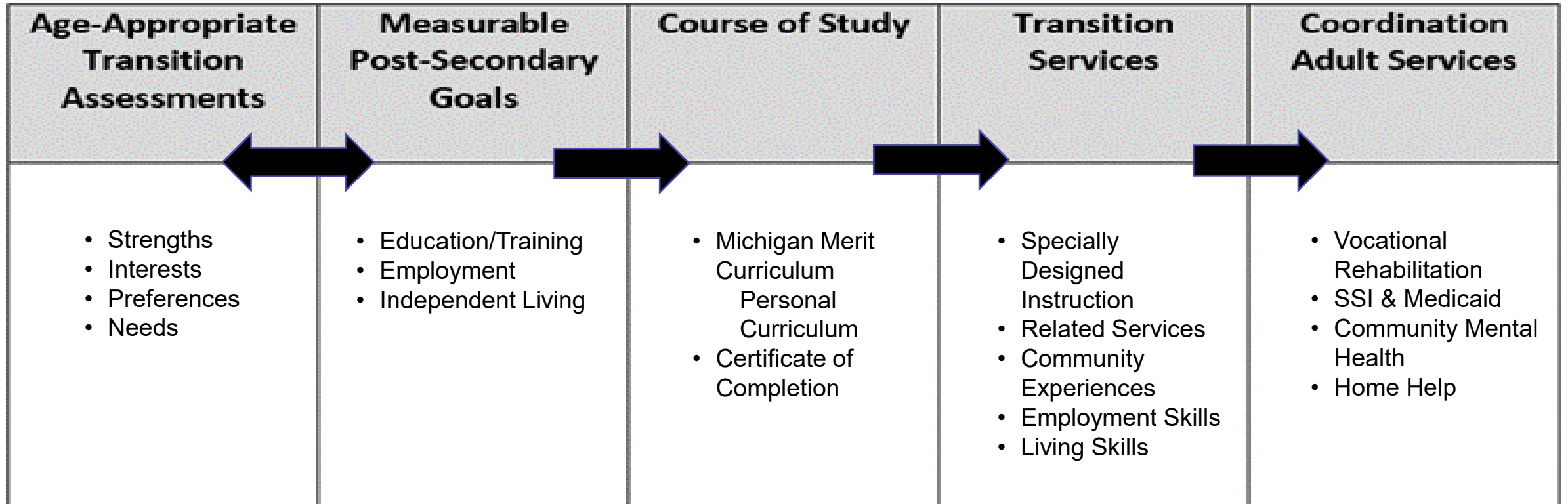


Grade



Transition Planning Process

Transition Planning Process



If youth / young adults...

- understand how their disability impacts daily life, work, and education, then they can successfully self-advocate.
- understand how their IEP is developed, then they can successfully self-advocate!

Having Information Organized and Available



What do Service Systems have in common?

- **You must be determined eligible**

Evaluations

Records review

- **Once determined eligible, there is a written plan.**

- Individualized Education Program (IEP)
- Individual Plan of Service (IPOS)
- Individual Plan for Employment (IPE)

- **You will need to take notes during meetings and phone calls.**

Paper notebook

Electronic file

- **You will have email messages, email attachments and text messages that you may need to save.**

Organization is Important

- Using similar system that their parents use.
- Asking the IEP Team to assist with developing a system that works best for the youth/young adult:

Paper

Electronic – computer, external drive, cloud

Combination of the two

- Take into consideration what service systems, beyond education, the student might access in the future.

Parent or Youth/Young Adult

It is common for parents to hold and store

Birth Certificate

Social Security Card

Health, dental and vision insurance cards

ATM/Debit Cards or Credit Card

Bank account information

Proof of Insurance (car)

Passports

Copies of IEP, IPOS, IPE and previous evaluations

If youth / young adults...

- understand how their disability impacts daily life, work, and education, then they can successfully self-advocate.
- understand how their IEP is developed, then they can successfully self-advocate.
- adults have access to important documents, then they can successfully self-advocate.

Expressing Their Thoughts and Information



Preparing Youth/Young Adults

An IEP can include developing communication skills needed to meaningfully participate.

Communicating Strengths, Preferences
Interests, and Needs (SPIN)

Communicating what they want to learn or
work on improving

Address specific concerns or worries

Communicating goals for after high school

- Education
- Work
- Community Living/Involvement

Special Education

Meaningful involvement in IEP meetings must be intentional, individualized and required a process to prepare the Youth/Young Adult to contribute.

Participation in an IEP Meeting

- Federal Law, Individuals with Disabilities Education Act (IDEA), requires students to be invited to their IEP meeting no later than the IEP covering their 16th birthday.
- Attending IEP meetings can look different as a youth/young adult each year. Potential ways to be involved:

Give important information to parents or teacher to share with the IEP Team

Review the results of the IEP meeting with parents or teacher

Come for just a few minutes rather than attending the whole meeting

Attend an entire IEP meeting

Understand what is written in the IEP

Student led IEP

IEP meetings require preparation

Before the meeting

Read through last year's IEP or this year's draft IEP

Make a list of questions or concerns

Make a list of what is working or not working

Make a list of needs or skills to they want to focus on

Practice

During the meeting

Asking questions from their list

Asking questions about anything they don't understand

Share the list of needs and skills they want to learn

After the meeting

Read through the proposed new IEP

Discuss the IEP with parents; questions, comments, opinions

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- are supported to prepare for their IEP meeting, then they can successfully self-advocate.

Knowing Their Rights

Education
Complaint
Evaluation
Mediation
Rights
Recipients
Safeguards
Responsibilities
Disagree
Due Process
Appeal
Timeline
Hearing
Procedural
Work

Civil Rights

Three laws protect children and adults with disabilities from exclusion, and unequal treatment in schools, jobs and the community:

- **Individuals with Disabilities Education Act – IDEA:** is a federal civil rights law to protect the rights of children with disabilities who meet requirements for special education services and the rights of their parents
- **Rehabilitation Act of 1973 – Section 504:** civil rights law that prohibits discrimination against people with disabilities in programs that receive federal financial assistance.
- **Americans with Disabilities Act – ADA:** civil rights law that prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life.

**RIGHTS ARE
BASED IN
THESE LAWS**

Rights

Rights give you protection when interacting with the federal, state or local government:

- Public Education, including Special Education
- Community Mental Health
- Vocational Rehabilitation
 - Michigan Rehabilitation Service (MRS)
 - Bureau of Services for Blind Persons (BSBP)

Required to provide a document explaining your rights

Know Your Rights

Special Education:

- Procedural Safeguards

Community Mental Health

- Recipient Rights

Vocational Rehabilitation:

- Customer Rights and Responsibilities

Disability Disclosure

One of the most personal decisions you will make as a person with a disability is whether or not to tell someone about your disability.

Before disclosing consider what you need to share and why

It allows you to receive reasonable accommodations so that you can pursue work, school, or community activities more effectively.

It provides legal protection against discrimination (as specified in the Americans with Disabilities Act).

It ensures that you are getting what you need in order to be successful (for example, through an accommodation or modifications).

It needed when seeking services.

Resources

Michigan Alliance for Families:

[Procedural Safeguards](#)

Disability Rights Michigan: 800.288.5923 – drmich.org

[Special Education](#)

[Community Mental Health](#)

[Vocational Rehabilitation](#)

[Client Assistance Program \(CAP\)](#)



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- understand their Rights, then they can successfully self-advocate.

Resolving Disagreements

Special Education



Resolving Disagreements: Special Education

5 Tools

1. Informal Meeting

2. Review/Revise the IEP or Facilitated IEP

3. Mediation

4. State Complaint

5. Due Process Complaint/Hearing

Resources

Michigan Alliance for Families:

[Dispute Resolution](#)

[Video: Working Together When We Disagree](#)

Special Education Mediation Services: 833-KIDS-1ST – mikids1st.org

[Facilitation](#)

[Mediation](#)



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- adults have access to important documents, then they can successfully self-advocate.
- are supported to prepare for their IEP meeting, then they can successfully self-advocate.
- understand their Rights, then they can successfully self-advocate.
- know the formal processes for resolving disagreements, then they can successfully self-advocate.

Questions



800-552-4821

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We are here to support you!



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For more information visit:

<https://www.michiganallianceforfamilies.org>

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Michigan Alliance for Families

In collaboration with



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