

Self-Advocacy Goals:

Employment

- State ADA rights and responsibilities
- Demonstrate an understanding of disclosure and the various ways to disclose to an employer.
- Determine when and if it is necessary to disclose his/her disability to the employer.
- Describe accommodations/modifications necessary to do the work proficiently and function fully as an employee.

Education/Training

- Complete a learning style inventory and describe his learning style.
- Review the accommodations page of his IEP.
- Communicate academic strategies, compensation skills, and assistive technology that work best for him/her.
- Demonstrate the ability to ask for accommodations and assistive technology independently.
- Demonstrate an understanding of Rehabilitation Act 504 (for students attending college).
- Demonstrate an understanding of the goals on the IEP.
- Demonstrate understanding of what their disability is and how to disclose it as necessary.
- Evaluate the effectiveness of their learning strategies and assistive technology and adjust as needed.
- Identify one or two environmental needs (I need to sit in the front of the class, I need a quiet place to work)
- Communicate with teachers to seek help, clarify instructions or requirements of academic tasks, and make them aware of accommodations.
- Identify impact of behaviors on self and others and how it affects learning.
- List possible antecedents to their own behaviors (“I get upset when....”) and list possible acceptable alternatives to their negative behavior.
- Assess accuracy of assignments and tests by reviewing for errors and making necessary revisions.
- Accept the consequences of being unprepared for class by discussing such consequences and developing a strategy to avoid such problems in the future.
- Demonstrate the skill of obtaining information from teachers regarding tests, quizzes, projects, etc.
- Develop and carry out a plan for making up work missed due to absences.
- Discuss positive and negative behaviors and their effect on academic classes and/or relationships.
- Accept constructive criticism and utilize it to change social and behavioral outcomes.
- Make decisions between two or more choices.
- Participate in development of the transition plan.
- Participate in school meetings (parent/teacher conference or IEP meeting) and advocate for self with the support of parent and teachers.
- Demonstrate understanding of the purpose of the IEP/transition plan.
- Contact the disabilities services director at the receiving college to discuss accommodations and use of AT.

Self-Advocacy Goals:

Community Participation

- Demonstrate knowledge of community resources.
- Identify accommodations/modifications needed while out in the community.
- Describe personal strengths accurately
- Through role-play, demonstrate appropriate means of asking for help while out in the community
- Ask a DDS rep for the audio version of the written driver's test.
- Set up transportation to various community sites.
- Contact a bowling alley to sign up to play on a league.
- Make phone contacts for various purposes.

Adult Skills

- Ask for assistance as needed to/for... (will vary; such as: create a household budget, set up online banking, go shopping, plan excursions, legal assistance, financial assistance, etc.)

Related Services

- Contact VR counselor to set up at least 3 meetings.
- Attend a transition fair and identify at least 2 adult providers who may assist with PS needs.
- Contact SSI to inquire about benefits.

Daily Living Skills

- Take medication as prescribed, independently.
- Ask for assistance when needed to complete personal hygiene tasks.
- Independently complete 4 household chores a week.
- Identify AT needed to aid in controlling the environment at home.