

# SELF-ADVOCACY TRAINING: STAND UP! SPEAK UP!

Preview and Practice

Presented for APH

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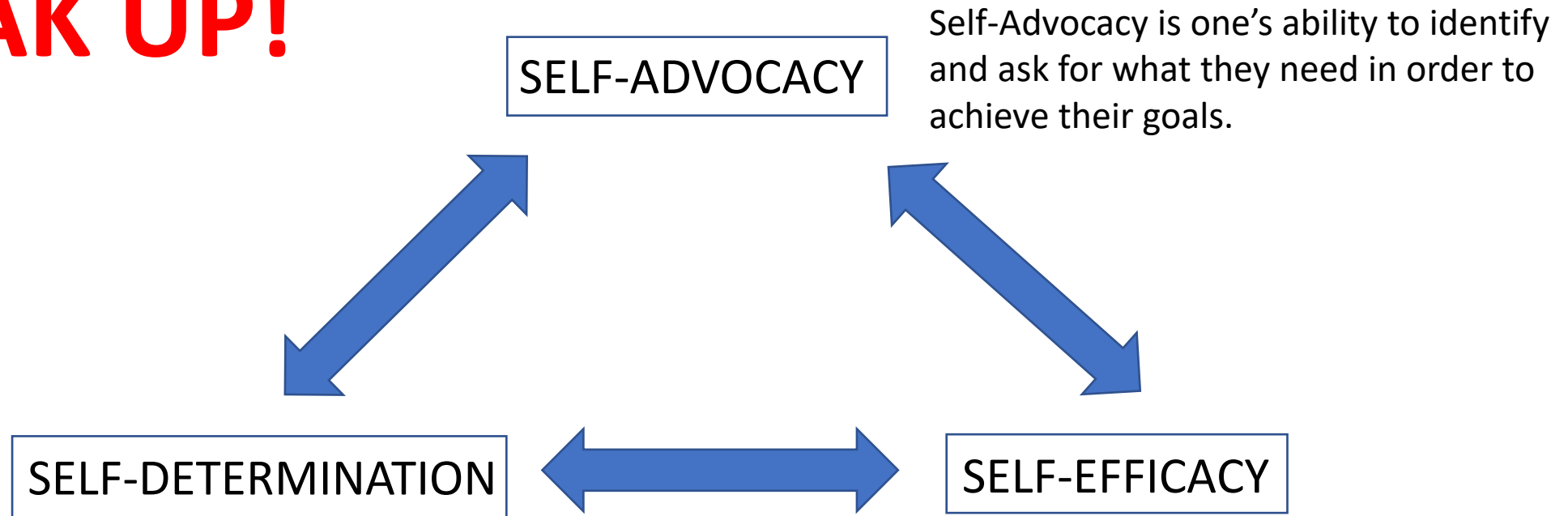
# Our Goals For Today's Session

This is meant to be an interactive workshop. Please use the chat for questions and comments along the way.

Type in chat “who” you are, where are from and child’s age.

# STAND UP!

# SPEAK UP!



Self-Advocacy is one's ability to identify and ask for what they need in order to achieve their goals.

Self-Determination is the ability and opportunity to make choices about our individual lives. Self-determined individuals take control of their actions to achieve self-directed goals.

Self-Efficacy is the belief in one's ability to perform tasks and succeed. Self-confidence is a critical component of self-efficacy.

# Self-Advocacy Student Video

<https://campabilitiesworld.com/watch-our-campers-learn-to-self-advocate/>

“Students struggle to meet post-school goals due to a lack of self-advocacy skills.”

“...reported positive outcomes for participants in a self-advocacy program including higher GPAs for students with disabilities.”

“Effect of a Self-Advocacy Intervention on the GPA of Students with Disabilities”

by Alyssa J. Robert and Forrest R. Parker III

The University of Southern Mississippi

Fall 2020

Self-Advocacy is not just about GPAs.

Self-Advocacy is about LIFE.

# *Persuasive Speech Model: A Preview*

- Rather than listen to us, we'd like to do a mini-training that you can begin to use with students right now.
- In the full training, the student is provided with a more comprehensive model, one-on-one coaching over several sessions, relevant examples, more opportunity to determine obstacles and solutions, and time to practice.
- We would really like this to be interactive. You guys are a community with so much knowledge and experience. Together we can all really help our students learn to self-advocate and gain confidence in their ability to **STAND UP! SPEAK UP!**

**Mini-Persuasive Speech Model Four-Square**

|  |                          |
|--|--------------------------|
| <p><b>WHAT?</b></p> <p><b>Reasonableness Review?</b></p> | <p><b>WHY?</b></p>       |
| <p><b>OBSTACLES?</b></p>                                 | <p><b>SOLUTIONS?</b></p> |



## Step one: WHAT?

**WHAT** does your student/child need to advocate for.

Consider extracurricular activities, school, community, home, employment. Be creative.

Place the **WHAT** in the top left box on the Persuasive Speech Model.

Do a **Reasonableness Review**.

## Step two: WHY?

Discuss the reasons **WHY** this could be important to the student.

Make it personal and specific.

In many ways, the **WHY** is the most important component. It is when we know our **WHY** that we commit to achieving the goal.

The **WHY** goes in the 2<sup>nd</sup> square.

## Step three: ANTICIPATE OBSTACLES

Identify at least **3 OBSTACLES** the student may encounter. Be as specific as possible.

## Step four: SOLUTIONS/OVERCOMING OBSTACLES

What are the counter-arguments or **SOLUTIONS** to the 3 obstacles?

For example, if one solution is a certain piece of equipment, consider how best to obtain the equipment. The easier we can make it, the more cooperation we can expect.

# The Speech Components

- **ONE:** Introduce yourself if necessary and offer thanks for the person's time.
- **TWO:** Begin with **WHAT** you want/need then add the **WHY** it's important to you.
  - PAUSE - Listen. Repeat back.
  - Repeat back to ensure understanding.
- **THREE:** Present **SOLUTIONS** to overcome anticipated **OBSTACLES**.
  - PAUSE – Listen. Repeat back.
  - If other obstacles are presented, plan to research and come back.
- **FOUR:** End with another Thank You. If necessary, schedule a second meeting.

# Let's Self-Advocate ... Tips for Success

- Consider if there is anything else you'd like to add.
- Schedule a meeting rather than just show up.
- Be prepared! Use the Persuasive Speech Model form.
  - Before the meeting – PRACTICE PRACTICE PRACTICE
  - Taking notecards with you is always a good idea.
- Stand up straight. Speak clearly. Eye-to-eye contact. Avoid “um”.
- SMILE. 😊
- Introduce yourself (if necessary). Thank person for their time.

- Speak slowly. Remember your audience needs time to absorb what you are saying.
- LISTEN. Repeat back to ensure understanding.
- Once the coach has given his/her final answer, it's up to you to decide what next.
  - If a new obstacle is presented, plan to research and return.
  - If a compromise is presented, you have to decide how you feel about that. Is the compromise satisfactory? Satisfactory for now? Or do you want to ask for second meeting, go home and seek more advice?
  - If you receive a “no”, do not react in anger or frustration. Breathe. Go home. Regroup.
- Be prepared to find solutions to other obstacles and make another appointment if necessary.
- Be proud of yourself no matter the outcome!



# Time to Put It All Together

“No matter how much support we give, ultimately,  
it’s up to the student to STAND UP! SPEAK UP!”

~TVI Teacher

Self-Advocacy CAN BE TAUGHT.

For more information,  
reach out to us at [SelfAdvocacyTraining.com](https://SelfAdvocacyTraining.com) or  
[CampAbilities.org](https://CampAbilities.org)

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