

Speak Up! Guide

1: Knowing Yourself

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Speak Up! Guide

Chapter 1: Knowing Yourself

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RIGHT ON AND NO WAY!

Name: _____

Date: _____

Directions: Write a \checkmark next to the activities that you like. Write an X next to the activities that you do not like.



- ___ Camping
- ___ Hiking
- ___ Horseback Riding
- ___ Swimming
- ___ Walking
- ___ Jogging
- ___ Riding Bicycles
- ___ Golfing
- ___ Tennis
- ___ Baseball
- ___ Football
- ___ Soccer
- ___ Hockey
- ___ Fishing
- ___ Car Racing
- ___ Having Pets
- ___ Going to Church
- ___ Babysitting

- ___ Baking
- ___ Cooking: _____
- ___ Ice Skating
- ___ Roller Skating
- ___ Gymnastics
- ___ Chess/Checkers
- ___ Playing Cards
- ___ Collecting Things (stamps, coins, dolls)
- ___ Sewing
- ___ Painting
- ___ Pottery
- ___ Gardening
- ___ Watching TV/Movies
- ___ Singing
- ___ Dancing
- ___ Writing stories/songs/poems
- ___ Visiting with friends
- ___ Hair Care and Make-up

Now, circle the three things you like the most.

Please list any other activities that you like:

LEISURE ACTIVITIES

- Activity A:** To encourage development of a sense of responsibility within individuals, leisure education sessions can be divided into two parts. One portion of the session could involve instruction to teach individuals how to participate in specific recreation activities (e.g., table games). The following portion would permit them to engage in socially acceptable activities of their choosing. During this time they would be in control and responsible for their participation. The amount of time individuals are placed in this situation would vary according to their skills.
- Activity B:** To help individuals focus on what makes them happy and could make them happy in the future, a learning activity could be conducted requiring participants to identify as many enjoyable recreation activities as possible. They could identify these activities by pointing to them in a book, verbalizing them, or drawing them. After they have completed this task, materials associated with one activity chosen by each person should be gathered. The participants can be encouraged to observe or join each individual participating in a chosen activity. Following demonstrations, participants' desire to learn any of the activities presented should be assessed. Exploration of what activities they have yet to master but are motivated to learn about is often helpful.
- Activity C:** To gain an awareness of leisure, it is useful for young adults to develop an understanding of the concepts of leisure and leisure lifestyle. When people understand these concepts, abilities to participate in recreation activities resulting in satisfaction and enjoyment will be enhanced. One way to help individuals gain an understanding of the difference between work and leisure may be achieved by dividing participants into two groups. One group is given paints and brushes and required to paint a specific object on a large piece of paper (e.g., a car). The other group can be provided with the same equipment and permitted to paint anything they like. After ten minutes, have the groups switch tasks. Questions and statements can be made about the differences between the activities and the role freedom plays in leisure participation.

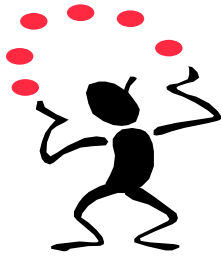
Activity D: To encourage the development of social integration skills, students can be instructed to participate in an activity to help them practice how to introduce themselves to a group. In turn, participants will communicate to the group their first name, and for 30 seconds share with the group positive information about themselves (e.g., accomplishments, desirable personal traits, friendships). Participants will be instructed to communicate only positive information about themselves during this time.

Activities A through J were developed by John Dattilo, University of Georgia, and Susan St. Peters, Pennsylvania State University. They were taken from a manuscript titled "A Model for Including Leisure Education in Transition Services for Young Adults with Mental Retardation", and are expanded upon in the book "Leisure Education Program Planning: A Systematic Approach".

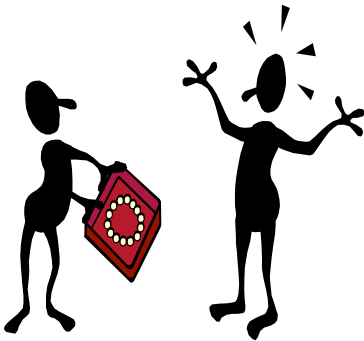
WHAT I HAVE TO OFFER



What I Know...gifts of my mind



What I can do...gifts of my hands



What I care about...gifts of my heart

PERSONAL STRENGTHS



Name: _____ Date: ___/___/___

Directions: Put a check (✓) next to any sentence that describes you. When you've finished put a star (*) next to the 3 sentences that best describe you.

- | | |
|--|---|
| _____ I'm reliable. | _____ I'm energetic. |
| _____ I'm friendly. | _____ I'm a good listener. |
| _____ I'm easy to get along with. | _____ I'm polite. |
| _____ I try to follow instructions. | _____ I'm honest. |
| _____ I like to do things with others. | _____ I'm hard-working. |
| _____ I like to do things on my own. | _____ I'm usually on time. |
| _____ I like to help other people. | _____ I'm serious. |
| _____ I like to keep things neat and organized. | _____ I'm generous. |
| _____ I like to have a good time. | _____ I'm proud of myself. |
| _____ I don't brag too much. | _____ I can keep a secret. |
| _____ I stick with things 'til they get done. | _____ I'm a good friend. |
| _____ I can work out my problems on my own. | _____ I'm a good student. |
| _____ I ask others for help when I need it. | _____ I'm musical. |
| _____ I can help others work out their problems. | _____ I'm artistic. |
| _____ I'm good with mechanical things. | _____ I'm creative. |
| _____ I have good common sense. | _____ I'm good with words. |
| | _____ I can "get to the heart of things". |
| | _____ I'm good with my hands. |

Use this space to write down your other strengths:

THINGS THAT MAKE YOU SPECIAL



Name: _____ Date: ___/___/___

List 25 things that make you special.

You might want to think about:

Your strengths

1. Things you know how to do well (your abilities/skills)
2. Things you enjoy doing
3. Things you have done of which you are proud
4. Your talents
5. Important things you have learned
6. Positive things about your personality

REMEMBER: YOU MUST HAVE 25 ITEMS ON YOUR LIST!

- | | |
|-----------|-----------|
| 1. _____ | 14. _____ |
| 2. _____ | 15. _____ |
| 3. _____ | 16. _____ |
| 4. _____ | 17. _____ |
| 5. _____ | 18. _____ |
| 6. _____ | 19. _____ |
| 7. _____ | 20. _____ |
| 8. _____ | 21. _____ |
| 9. _____ | 22. _____ |
| 10. _____ | 23. _____ |
| 11. _____ | 24. _____ |
| 12. _____ | 25. _____ |
| 13. _____ | |

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STRENGTHS

Mental Abilities

- Writing
- Reading
- Mathematics
- Foreign language skills
- Problem solving
- Complex thinking (ability to see a situation from many perspectives; to see the shades of gray between black and white)
- Abstract thinking (ability to see patterns and relationships; to see broad, overarching categories)
- Planning
- Understanding
- Teaching
- Computer skills
- Memory
- Other

Abilities in Specific Sports (with or Without wheelchair or assistive device)

- Basketball
- Baseball
- Football
- Tennis
- Swimming
- Track and field
- Weight lifting
- Aerobics
- Dancing
- Rugby
- Lacrosse
- Skiing (Downhill/Cross –country)
- Kayaking
- Sailing
- Fishing
- Volleyball
- Racquetball
- Hiking
- Mountain climbing
- Flying a plane
- Riflery
- Archery
- Other

Physical Abilities (General Abilities)

- Stamina/endurance
- Tolerance of pain
- Dexterity
- Upper body/lower body strength
- Quick reflexes
- Flexibility
- Eye-hand coordination
- Overall coordination of body
- Balance



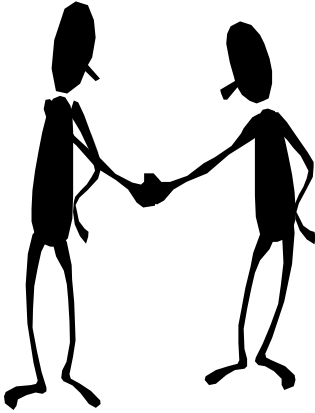
Personal Qualities

- Honest
- Dependable
- Sense of humor
- Caring
- Thoughtful
- Responsible
- Charitable
- Gentle
- Kind
- Self-confident
- Accepting of others
- Organized
- Patient
- Even-tempered
- Fun to be with
- Up-beat personality
- Other

STRENGTHS (continued)

Interpersonal Abilities

- Listening to others
- Sharing feelings with others
- Standing up for yourself
- Seeing where help is needed
- Putting others at ease
- Tactfulness
- Persuasiveness
- Comforting others
- Giving your time
- Giving your talent
- Giving your money
- Other

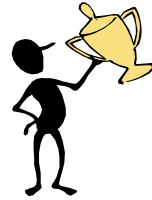


Specific Skills and Talents

- Telephoning
- Music (instrument, vocal, composing)
- Needlework
- Sewing
- Knitting
- Cross stitch
- Embroidery
- Gardening
- Raising Pets
- Computer games
- Collecting
- Telephoning
- Rocketry
- Photography
- Ham radio operating
- Model building
- Jewelry making
- Art
- Painting
- Sculpting
- Cartooning
- Calligraphy
- Chess
- Auto mechanics
- Other

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SKILLS



Name: _____ Date: ___/___/___

Directions:

Put a check (✓) next to all the things you are good at.

Then put a star (*) next to the 3 things you do best.

I'm good at:

- _____ Taking care of other people
- _____ Dealing with the public
- _____ Organizing things
- _____ Making change
- _____ Typing/filing
- _____ Answering phones
- _____ Using a computer
- _____ Waiting on tables
- _____ Construction/carpentry
- _____ Housepainting
- _____ Operating machines or tools
- _____ Fixing machines
- _____ Welding
- _____ Fixing cars
- _____ Logging
- _____ Gardening
- _____ Yard work

- _____ Reading
- _____ Writing
- _____ Math
- _____ Science
- _____ Social studies
- _____ Art
- _____ Sports
- _____ Music
- _____ Teaching
- _____ Babysitting
- _____ Cooking
- _____ Sewing or knitting
- _____ Cleaning
- _____ Hairdressing
- _____ Driving
- _____ Farming

Use this space to list other things you do well:

CHALLENGES

Social

- Relating to others
- Being at ease with others
- Introducing yourself and others
- Making others feel welcome
- Making others feel comfortable
- Carrying on a conversation
- Listening to others
- Helping others
- Sharing feelings
- Being dependable
- Standing up for yourself
- Taking on responsibility
- Seeing others' viewpoints
- Asking for help when necessary
- Other...

Physical

- Watching weight
- Exercising
- Strengthening
- Keeping in shape
- Not over-doing
- Personal hygiene
- Healthy diet
- Sticking to medical schedule (injections, pills if needed)
- Other...

Personal Development

- Having a sense of who you are
- Feeling good about yourself
- Forgiving yourself when necessary
- Accepting yourself
- Allowing yourself to be who you are Taking risks
- Taking care of yourself
- Taking responsibility
- Sticking to your principles
- Setting realistic goals
- Other...



HAVING YOUR STRENGTHS, SKILLS & CHALLENGES EVALUATED

Date: _____

Dear _____:

In order to know how I can contribute to my local community, I would like to develop a list of my strengths and abilities in all areas of my life. Because you know me well, I would like to have your help to complete the project. Would you please answer the following questions about me?

1. In your opinion, what are my abilities, skills, and talents?
2. In your opinion, what are my greatest strengths?
3. In your opinion, what are the areas I need to work on?
4. If an employer were to ask me the following question, how do you think I should answer? --- "Why should I hire you?"

I need this returned to me by _____. My address is _____.

Thank you very much for your help.

Sincerely yours,

ADDITIONAL STRENGTHS & CHALLENGES ACTIVITIES

Objective: Students will explore the challenges their disabilities present:

Activity A: Everyone deals with problems and challenges in different ways. The following Ways. The following activity will give students an opportunity to look at a variety of solutions to the same problem.

Ask students to consider the following scene and answer the questions.

You are being sent to live on a deserted island for one week.

1. What things would you need to take with you in order to survive on the island?
2. What things would you want to take to entertain yourself?
3. What would you take to make you feel safe?

Set up the scenario, making up a description of the island. Give students examples of things in each category (survival needs, entertainment, safety and security); i.e., water a portable radio, best friend. They may choose to bring a person with them.

When students have completed their lists, have them take turns sharing the items they identified. List their responses on the board in the three categories. If an item is listed by more than one student, put a check mark after the items each time it is mentioned.

When all answers are shared, discuss the areas that were identified that were common to everyone and those that are unique needs to individual students. Make a point that we all have common needs but we also have needs that are unique to us as individual

Activity B: Review the personal limitations listed on the Challenges worksheet. These include:

Social Abilities: the need to learn to respond to others more freely, to extend a hand first, to relate to others more positively.

Physical Abilities: the need to improve or develop new strengths or skills in your body.

Personal Development: the need to improve your personality and attitude toward yourself and others.

OK where I am: the feeling that there is no great need or urge to change.

Instruct students to identify their challenges or weaknesses. Have students place a blue ✓ mark next to the abilities they need to work on.

If they have trouble figuring this out, have students talk to someone with whom they are comfortable. Make sure the student really wants to know what they need to work on. Have them assure the person they talk to that their feelings won't be hurt if he or she is honest.

Activity C: Tell students that you understand that it is not easy for them to talk about their disability but, in order for the Americans With Disabilities Act to work, they may need to be able to tell an employer about their disability in a way that the employer will understand. The employer will not be interested in the name of the disability necessarily, but will want to know where it might cause problems on the job and what a person's needs are to be successful on the job.

(Note: No one has to tell an employer he/she has a disability by law. However, how can you talk about the accommodations needed without disclosing the disability?)

Have students write a paragraph about themselves that answers the following questions:

1. How do my disabilities or weaknesses challenge me?
2. Does it cause problems in my life (at home, at school)?
3. In which major life activities might it cause problems for me?

Activity D: Ask students if there is a relationship between their strengths and challenges. For example, is a particular weak point preventing them from making the most of a strong point?

Case in point:

Edward, for instance says his strengths are caring, being nice, and having a good personality. His weakness, he says, is that he is not outgoing and doesn't talk much to others.

Problem! How are people going to know what a caring, nice guy Edward is if he doesn't talk with them?

Idea! In order to bring out his strengths, Edward might want to work on communicating with others. This is not always easy for someone who is shy, but can be done through practice.

Activity E: Facilitate a discussion of how students cope with their disabilities or weaknesses. Ask each student to give an example of something he/she does to compensate. Ask them to share their strategies with the class. Help them to see that they all have many strategies that they use each day to compensate or to work around the difficulties that their disabilities present.

“WHO CHOOSES?” OBJECTIVE & ACTIVITIES

Objective: Students will identify those people, places, and activities that contribute to their sense of belonging and a feeling of continuity.

Activity A: Discuss the importance of basic support systems (including friends, family and community) in helping to cope with failure or disappointment.

(Refer to the article **Who Chooses?** By Bill Mitchell)

Activity B: Have students complete the **Islands of Calm** worksheet.

Activity C: Have students develop a **People Map**.

*A friend is like toothpaste;
She comes through in a squeeze.*

- Anonymous

“WHO CHOOSES?”

By Bill Mitchell

Parents are a strong, stabilizing force in a child’s life and play an important role in helping the child develop self-confidence and a sense of independence. Parents of a child with disabilities typically want to protect the child, an instinct based primarily – but not exclusively – on a realistic knowledge of the child’s limitations.

In this article that follows, the author discusses the need for young people with disabilities to be involved, as much as possible, in making decisions that affect their lives. He also discusses ways in which families affect their child’s ability to take risks, make decisions, and live with the consequences.

Bill Mitchell works in the Governmental Affairs Office of the Association for Retarded Citizens (ARC) in Washington, D.C. Currently, he is involved in a project funded by the Department of Housing and Urban Development to provide technical assistance in the finance and design of housing for people with disabilities.

He came to Washington on a fellowship with the National Council on the Handicapped, during which time he wrote a paper on developing leadership in the disability rights movement.

Mr. Mitchell grew up in Atlanta, Georgia, where he attended public schools. He later graduated from Georgia State University with a Bachelors degree in Philosophy. Before coming to Washington, he worked as a counselor for students with disabilities at Georgia State University and as the staff advocate for the Georgia Advocacy Office.

Mr. Mitchell has mobility impairment.

The importance of receiving the message that those who are care about you have faith in your ability not only to succeed, but also to survive failure, cannot be overstated.

Historically, people with disabilities, both individually and in groups, have had few opportunities to exercise choices in their lives. In his book, *From Good Will to Civil Rights: Transforming Federal Disability Policy* (1984), Richard Scotch observes that “disabled people generally have not spoken for themselves, and public policies have typically dealt with their needs in ways shaped by stereotypes of dependency.”

The lack of involvement of people with disabilities in decision-making at the policy level has its roots in the lack of participation in decision-making at the individual level. Decisions affecting people with disabilities have frequently been made by others. Those disabled early in life have gone from having parents make decisions for them to having doctors, social workers, or rehabilitation counselors make decisions for them.

Those raised in segregated facilities have found their chances of making their own decisions restricted even further. No wonder then, that when confronted repeatedly with the message that they must learn to take responsibility, many people with disabilities feel confused and unprepared.

What are the barriers to exercising choices? Based on my observations and experiences with other people with disabilities, I have identified three barriers that I believe restrict opportunities for young people with disabilities to learn to make their own decisions:

1. Overprotection

Ironically, those who care most about individuals with disabilities may be among the obstacles to their gaining the experiences necessary to exert more control over their lives. Typically, most parents, but particularly parents of children with disabilities, feel the need to protect their children from the pain of failure and rejection. Yet, as they mature, children will be exposed to situations that require them to make choices and abide by the consequences.

As part of growing up, youngsters will be out in their environment – “hanging out” with the neighborhood kids, exploring the woods beyond the back yard, or stopping at the corner store on the way home from school – out from under the watchful eye of a parent or other authority figure. It is during these times that children begin to learn more about their own capabilities and limitations and to feel a sense of autonomy.

In some cases, the combined effect of parental concern and environmental barriers may lead to a situation in which a child with a disability is never out of the house unless in the presence of a parent or another adult. The natural tendency of parents to protect their children is reinforced by the reality of the difficulties present in the immediate environment. Parents of children with disabilities often do not have a basis of comparison for determining what are acceptable versus unacceptable risks in the environment, and consequently may lack the reassurance needed to be able to allow their children their own “space” to find their way in the world.

In my own experience as a child having mobility impairment and using a wheelchair, I got out a lot, explored my surroundings, and played with the neighborhood kids. These unsupervised experiences were among the most important in my life. I learned about relationships and about taking responsibility for my own actions, and generally broadened my perceptions of the world around me and how I fit into it.

Compare my experience to those of a child in a residential facility. One situation reflects the society we live in – the real world; the other reflects a society limited by restrictions that skew the child’s perception of the world. When I consider my experiences of growing up in my own community and attending a neighborhood school where I had the same restrictions as other children, and then compare them to the experiences of acquaintances who have spent a significant part of their lives in residential facilities, it is not hard to account for the uncertainty many of them feel when confronted with challenges and opportunities.

Unfortunately, for many adults with disabilities, decisions to take on new experiences are influenced more by the degree of risk involved rather than the opportunities afforded by the experiences. And while my observations are unscientific, there seems to be a direct correlation between the degree of restriction these adults had as children and their fear of taking risks as adults. If you have been told much of your life that there are so many things that are too hazardous for you to do so, and if you have never been given the opportunity to test the true limits of your capabilities, it wouldn't be surprising that you would be obsessed with security.

2. Low Expectations

Another barrier to the achievement of self-determination for many people with disabilities involves the low expectations that society has of them and consequently, that they have of themselves. As people with disabilities, we receive conflicting messages from different sources telling us: (1) that we are absolutely incredible for doing the most trivial of things; and (2) that whenever non-disabled people are around, we should let them help us do whatever we are doing because, surely, they can do it better. Instead of being encouraged to challenge ourselves to the point that we run a real possibility of failure, every effort is made to ensure that this doesn't happen. In the process, we are denied the thrill of a hard-earned success.

Such negative messages about the capabilities of young people with disabilities can be countered by conscious efforts on the part of parents or other adults. As I was growing up, and to my complete consternation at the time, I was constantly being challenged by my parents about whether I actually had done my best at different tasks. They attributed neither my successes nor my failures to my disability. In spite of what they may have felt inwardly, they never allowed me to feel that merely "getting by" was good enough. While psychologists may debate the effects of such an upbringing on the young psyche, it did lead me to expect more of myself: I chose either to keep working at something to make it better, or I chose to declare the deed done.

The importance of receiving the message that those who are about you have faith in your ability not only to succeed, but also to survive failure, cannot be overstated. However a "good" failure is something everyone should experience. To know that it is a normal part of life and that people still care about you and believe in you can encourage you to get up and try again. Another effect of this kind of early learning is a sense of feeling more in control of your own destiny.

The more significant a person's disability is perceived to be, the more urgent it is that he or she be given every opportunity to exercise choices. Whether children with disabilities indicate their decisions through verbal communication, or with the aid of a pointer, a micro switch, or a communication board, it is important that they exercise the right to make choices in matters in which they can see the effects of their decisions.

3. Lack of Stable Support Systems

The lack of basic support systems to help one cope with failure can be particularly difficult for persons with disabilities. Discontinuity in some of the basic necessities of life, such as home, community, or friends, especially during the formative years, can add an additional barrier to the disabled person's freedom to make autonomous choices. In some cases, the person's need for security and safety in the environment may outweigh the benefits of assuming a new role in the community or taking on a new job that might further his or her career. While it may seem contradictory to the earlier point about overprotection, having a sense of belonging and a feeling of continuity in your environment is an important element in being able to challenge your capabilities. To be comfortable in taking risks, it helps to know that you've got a place to come home to after it's all over.

For parents this means trying to provide stability and security for your children with disabilities to the greatest extent possible, while also giving them the freedom to explore. I believe that young adults with disabilities who are beginning to cope with increasing responsibilities and who are feeling overwhelmed by their choices can ease their anxiety by looking for small ways to bring stability to their world. For example, I love Mexican food, so at least once a week, even if the walls are crumbling around me, I go to the same familiar restaurant where they know me by name and always seem glad to see me. A small detail, perhaps, but it helps me gain perspective when other things are in flux. No matter how unstable an individual's circumstances may be, being able to find even one small "island of calm" that provides an anchor can do wonders for one's sense of stability.

I have listed three basic obstacles that young people with disabilities face as they strive to become adults with the confidence in their own capabilities necessary for exercising self-determination. All three barriers have the potential to limit opportunities in make choices. Parents can help their children to overcome these barriers by providing as many opportunities as possible that allow their children to take prudent risks and make decisions independently.

As I see it, there are two challenges to be addressed:

- How to expose children with disabilities to more opportunities to make choices for themselves and to deal with the consequences of their choices; and
- How to support and encourage young adults with disabilities as they explore their capabilities and options.

The answers that parents and other caregivers come up with today to these questions will determine the degree to which the next generation of young adults with disabilities is prepared to meet the challenges of a changing world.

IDENTIFY YOUR "ISLANDS OF CALM"

Name: _____ Date: ___/___/___

Who are the people that help make you feel welcome, safe, "part of the gang"?

What are the environments that give you a sense of belonging and feelings of continuity?

What are the types of things you like to do in these environments?



People

Place

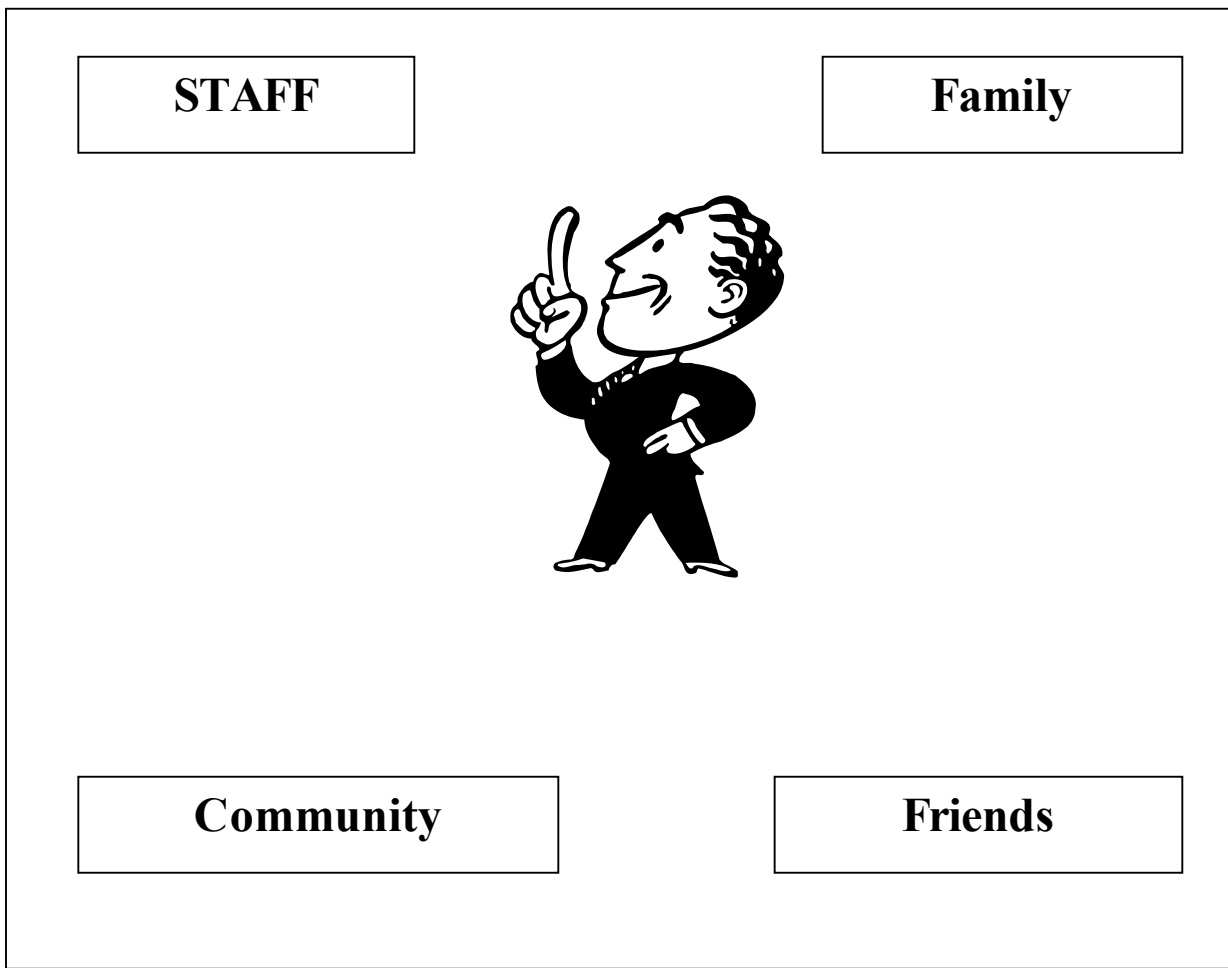
Activity

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PEOPLE MAP

Name: _____ Date: _____

1. Divide the map into sectors for the Family, Service Providers (Staff), Friends, and Others.
2. Who are the people who are most important in this person's life? Put the most important people closest to the Focus Person (student).
3. Write down how often each person has contact with the Focus Person (student).
4. Indicate in green and/or plus signs who is most effective and/or has close ties with the Focus Person (student).



This activity is part of the Personal Futures Planning Process developed by Dr. Beth Mount and was adapted from a mini-handbook on Personal Futures Planning written by Dr. Joe Patterson.

PEOPLE, ACTIVITIES, AND THINGS I NEED TO MAKE MY DREAMS COME TRUE

Name: _____

Date: _____

Directions: In the first column, list 3 of your dreams. Then list people, activities and things you may need to make these dreams come true:

Dreams	Needs		
	People	Activities	Things

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WHAT DO YOU KNOW ABOUT YOUR DISABILITY?

1. Do you know your diagnosis?
2. Do you know the possible causes of your disability?
3. What are the symptoms of your disability? How did your doctor reach his/her diagnosis?
4. Are there ways to manage the symptoms?
5. If you are taking prescribed medication(s), do you know the kind of medication(s) and dosage(s)?
6. Do you know the side effects of the medication(s) you may be taking?
7. Do you believe you will recover from your disability?
8. What possible treatment for your disability has been discussed by your doctor, treatment team, etc., with you? Do you understand what the Treatment Plan is?
9. What information would you like to have concerning your disability?

ACTIVITIES TO HELP YOU TELL OTHERS ABOUT YOUR DISABILITY

Objective: To become more comfortable with identifying yourself as a person with a disability and requesting individual accommodations.

Activity A: Discuss the pros and cons of disclosing one's disability, and the circumstances under which self-disclosure can help or hinder a person.

(Refer to the article **The Day of Reality** by George Ballard Jr.)

Activity B: Students complete the **Should I Tell?** Worksheet.

Activity C: At the beginning of the school year, have students attend classes for one week, then select the mainstream classroom teacher they feel most comfortable with. Ask students to then take a copy of their Individual Education Plan to that teacher, hand it to the teacher, and say "Mr./Ms. _____, here is a copy of my Individual Education Plan, it lists the modifications I need in your classroom". To ensure the experience is a positive one, the student should initially role play the situation with the resource room teacher, and the resource room teacher should prepare the classroom teacher to expect the student's visit.

⊕ **Activity D:** Have participants take part in role-play situations requiring them to ask for specific accommodations. Pair up so that one person is asking for the accommodations and the other is responding to the request. Each person should be allowed to select from a list of accommodations including: untimed tests, oral exams, use of a tape recorder, a tutor, different seating arrangement, etc.

THE DAY OF REALITY

George Ballard, Jr. is a third-semester student at Naugatuck Valley Community-Technical College in Waterbury, CT, working on his Associate Degree in Liberal Arts and Sciences. He plans to continue his studies in the areas of psychology and special education.

As I sat slouched at my desk listening to my new professor call attendance, I started to replay what the teacher had said at the beginning of the class and everything she had told us about the course. The class I was attending at the time was World Civilizations I. However, the one point that I kept pondering was that there was no use of tape recorders except for special circumstance. As the minutes dwindled and class ended, I felt nervous excited, and petrified all at the same time. As the other students left, I knew the time had come. It was the moment of truth. It was time for me to advocate for myself.

When I approached the professor, I cleared my throat and I spoke from my heart. To my surprise the words flowed naturally from my mouth. I told her first of all that I was real excited about the course and that I'd always loved history. Then I let her know that I have an auditory processing problem and how it affects my notetaking skills. That's why I need to be able to use a tape recorder. Also, I informed her that I have spatial orientation problems and written expression difficulties. After hearing this, she had a look of concern on her face as well as two additional recommendations. One was for me to use the tutors available and the other was to maybe think about taking the course in the summer instead when there would be less pressure on me. After having this meeting with the teacher, I felt good because I had advocated for myself, but, I felt that I didn't have support from the teacher and that she really didn't have an understanding of my learning disabilities or the fact that I had the skills and ability to pass her course with a decent grade. However, I was determined to do well and I knew I had a passion for history with an excellent capability for memorizing dates, places, and events. I also had a great understanding of concepts pertaining to history. The challenge was on! I was ready to prove that I could do it with little hard work and perseverance.

In order to meet this challenge, I knew I had to do my homework every night to the best of my ability. I also knew that in order to take good notes, I would have to use a tape recorder and in order to do that, I would have to go to every single class. And I did! No matter what time I went to bed or how sick or weak I was, I went. Using my tape recorder helped a lot. By using the tape-recorded classes and the homework I had done the night before, I could write down anything I might have missed from class or from the readings. A final strategy that helped me in the course was that I reviewed the material a couple of times a week.

The other way I met the challenge of taking this course was in the area of my spatial orientation. In the past I have had to take tests untimed and in a resource lab. This time was no different. The teacher let me take tests down in the resource center. I

arranged it this way because I didn't know what to expect from her and I didn't know if I was going to need extra time. However, I finished the exam in less than an hour, which is exactly what the rest of the students took. I knew I did well as soon as I turned in my test and it was great hearing my teacher say, "You did very well, George, and I don't think you need to take the test down in the learning center anymore." This was evident because I studied for each test from the homework sheets, disciplining myself to review and reflect upon the material. I was able to earn two "B+'s" and two "A's" on four tests ending up with an A- average for the course.

The most important thing that I accomplished in this course was that I changed a teacher's view on students with learning disabilities. I also heard from other teachers that my teacher was amazed by my accomplishments and that she never realized that a student with so many learning problems could do so well in such a difficult and demanding history course. Also it makes me feel good to know that my success changed her views on what students with learning disabilities could achieve and compensate for themselves. She also stated that in the future she would need to be more receptive to accepting and encouraging students with LD in her classes. One thought is nice to know is that instead of the teacher teaching the student, the student taught the teacher a little something for a change. Throughout life everyone learns a lesson. In my case I learned and taught someone else that just because a student has a learning disability doesn't mean that he or she can't use his or her talents or abilities to achieve a certain goal. When you combine that with a strong passion or desire for something, there isn't much that can stop you except giving up.

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SHOULD I TELL?

Name: _____ Date: ___/___/___

PROS

- + _____
- + _____
- + _____
- + _____
- + _____

CONS

- _____
- _____
- _____
- _____
- _____

Under what conditions and to whom should I self-disclose regarding my disability?

Under what conditions and to whom should I keep my disability to myself?

WAYS TO CONFRONT STIGMA

1. Learn about prejudice.
2. Network with other individuals and groups with whom you can address stigma/prejudice before opinion makers, public authorities, educators and others.
3. Write letters to public officials, news media, educators, human service professionals and others.
4. Give testimony at public hearings. Let people know that when others say something false, demeaning and discriminatory, it is harmful to everyone.
5. When you hear stories that reflect myths and misconceptions, make it known that they are untrue. Jokes which are frequently used in talking about people with psychiatric disabilities should be challenged.
6. Recognize and act upon the fact that all of us are entitled to fair and equal treatment and respect. Encourage others to do the same.
7. **Search your own beliefs** for your own prejudices toward others. The best way to overcome prejudice is to be willing to put yourself in someone else's shoes and get to know them.
8. **Role-play with others** the experience of discriminating against others as well as to learn how it feels to be discriminated against by others.
9. If you are a member of a group being discriminated against, do not allow yourself to believe you are immune from discriminating against others, even those within your own group. For example, the exclusion of people with psychiatric disabilities thought to be "low functioning" by others with psychiatric disabilities who believe themselves to be "high functioning" is not uncommon.

C.I.T.E. LEARNING STYLES INSTRUMENT

From the Center for Innovative Teaching Experiences
 Babich, A.M., Burdine, P. Allbright, L., Randal, PI.
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 Murdock Teacher Center

	Most Like me		Least Like me	
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments	4	3	2	1
11. I remember things I hear better than I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I study best when no one is around to talk or listen to.	4	3	2	1

14. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
15. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
16. When I have a written math problem to do I say it to myself to understand it better.	4	3	2	1
17. I can learn more about a subject if I am with a small group of students.	4	3	2	1
18. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
19. I like to make things with my hands.	4	3	2	1
20. I like tests that call for sentence completion or written answers.	4	3	2	1
21. I understand more from a class discussion than from reading about a subject.	4	3	2	1
22. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
23. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
24. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
25. I like to study with other people.	4	3	2	1

C.I.T.E. LEARNING STYLES INSTRUMENT SCORE SHEET

Visual Language

5-
13-
21-
29-
37-

Total ___x2=___(score)

Social-Individual

4-
12-
20-
28-
45-

Total ___x2=___(score)

Auditory Numerical

7-
15-
23-
31-
39-

Total ___x2=___(score)

Visual Numerical

9-
17-
25-
33-
41-

Total ___x2=___(score)

Social-Group

8-
16-
24-
32-
40-

Total ___x2=___(score)

Kinesthetic-Tactile

1-
18-
26-
34-
42-

Total ___x2=___(score)

Auditory Language

3-
11-
19-
36-
44-

Total ___x2=___(score)

Expressiveness Oral

6-
14-
22-
30-
38-

Total ___x2=___(score)

Expressiveness-Written

2-
10-
27-
35-
43-

Total ___x2=___(score)

Score: **33 – 40 = Major Learning Style**
 20 – 32 = Minor Learning Style
 05 – 20 = Negligible Use

C.I.T.E. DESCRIPTIONS (CONTINUED)

Individual Learner

-This student gets more work done alone. He or she thinks best and remembers more when the learning has been done alone. This student cares more for his or her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

Group Learner

-This student prefers to study with at least one other student, and, will not get much done alone. He or she values others' opinions and preferences. Group interaction increases his or her learning and later recognition of facts. Class observation will quickly reveal how important socializing is to this student.

Oral Expressive

-This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. Teachers may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

Written Expressive

-This learner can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid, when oral answers or reports are required. His or her thoughts are better organized on paper than when they are given orally.

STUDY SKILLS SELF-EXAMINATION

Name: _____ Date: _____

This form will help you to better understand your study habits.

Check the study skills you practice regularly. Make sure you record your answer under the proper monthly heading.

I. Organization

Sept-Nov-Jan-Apr-June

1. I always carry a notebook to class _____
2. I always have a pen/pencil with me. _____
3. I always have an assignment pad. _____
4. I properly fill out an assignment pad to show all work. _____
5. I keep different sections in my notebook for each subject area. _____
6. I keep a section in my notebook where I keep handouts. _____
7. I keep a section in my notebook where I keep returned work, quizzes, and tests. _____
8. I arrange/clean my notebook each week. _____
9. I date all notes taken in class. _____
10. I always remember to go to my locker at the end of the day to get the proper materials for study at home. _____
11. I keep a monthly calendar of activities and long term school assignments. _____
12. I plan in advance to complete long term school work. _____
13. I keep up to date with the teacher charting and conferencing (if applicable). _____

II. Study Habits

Sept-Nov-Jan-Apr-June

1. I set aside a specific time every night for homework. _____
2. I study sitting at a table or desk. _____
3. I study in a quiet environment. _____
4. I study in 30-40 minute sessions without a break. _____
5. My breaks are only 10-15 minutes long. _____
6. I always remember to bring my assignment sheet home. _____
7. I always remember to bring the necessary books, workbooks, compasses, rulers, etc., home. _____

V. Report Writing

Sept-Nov-Jan-Apr-June

- 5. I can write a report based on my outline using:
 - a. an introductory paragraph
 - b. supporting paragraph
 - c. a concluding paragraph.
- 6. I am able to self-correct and revise my final draft:
 - a. check for spelling errors
 - b. correctly punctuate sentences
 - c. check for capital letters
 - d. indent for each paragraph
 - e. use consistent verb tense
 - f. ask for help whenever necessary.
- 7. I know how to write footnotes and a bibliography.

VI. Personal Assessment

Sept-Nov-Jan-Apr-June

- 1. I establish realistic goals for all classes.
- 2. I chart goals on a weekly basis without constant reminders.
- 3. I maintain a daily record of assignments.
- 4. I am responsible for turning in all homework on time.
- 5. I have a clear understanding of academic performance in all classes.
- 6. I prepare for tests and quizzes by:
 - a. re-reading all class notes
 - b. reviewing past homework assignments
 - c. reviewing/learning past tests and quizzes
 - d. making up practice tests.
- 7. I keep my parents informed of my progress.
- 8. I am learning not to avoid difficult assignments or situations.
- 9. I keep resource room teachers informed of my progress.
- 10. I apply test taking techniques.

INDIVIDUAL EDUCATION PROGRAM (IEP) ATTACHMENT

Student Name: _____ Date: ___/___/___

Class: _____

This student needs the following modifications to comply with his/her Individual Education Program (IEP).

Content Modification

- _____ Extra time to complete assignments and projects
- _____ Directions/instructions given orally and in writing
- _____ Long range projects broken down into short-term (small) assignments
- _____ Provide multi-sensory, hands-on instructions or activities
- _____ Modify reading assignments
 - _____ shortened length
 - _____ adapted reading level
 - _____ tape summary of reading material
- _____ Modify math assignments
 - _____ shorten length
 - _____ divide assignment into steps
 - _____ give assignments on appropriate level _____
- _____ Modify written assignments
 - _____ shortened length and requirements
 - _____ grammar, spelling, punctuation errors are noted but not evaluated
 - _____ extra time to complete written assignments
 - _____ allow someone to write answers for the student
 - _____ provide alternatives such as oral presentation, drawings, tape recordings, etc. _____
- _____ Other modifications
 - _____ provide a script/notes/study guide of lectures
 - _____ supplemental visual materials
 - _____ minimize memory demands
 - _____ vocabulary list prior to lesson
 - _____ repetition of explanation; practice

Environmental Modifications

- _____ Structured environment
- _____ Limited distractions
- _____ Consistent expectations and consequences
- _____ Preferential seating
- _____ Utilize techniques to increase productivity
- _____ Other _____

INSTRUCTIONAL MODIFICATIONS

READING

- Extended time
- Reader
- Taped textbooks
- Oral exams
- Taped exams
- Separate location
- Alternate test format
- Other:

WRITING/SPELLING

- Extended time
- Notetaker
- Tape recorder
- Oral exams
- Computer with spell-check
- Alternative demonstration of mastery
- Scribe
- Proofreader
- Other:

LANGUAGE

- Extended time
- Notetaker
- Tape recorder
- Oral exams
- Computer with spell-check
- Alternative demonstration of mastery
- Scribe
- Proofreader
- Other:

MATH

- Extended time
- Use of calculator
- Talking calculator
- Separate location
- Alternate test format
- Other:

AUDITORY

- Tape recorder
- Notetaker
- Visual clues
- Physical proximity study
- Other:

VISUAL/PERCEPTUAL

- Tape recorder
- Taped textbooks
- Auditory cues
 - Physical proximity
- Extended time
- Oral/taped exams
- Separate location
- Alternate test format
- Proofreader
- Other:

PROGRAM MODIFICATIONS

- Extended time to complete a program
- Adapting methods of instruction
- Course substitution
 - Part-time rather than full-time

ARE YOU READY TO MANAGE YOUR OWN HEALTH CARE?

- | | | | |
|-----|--|-----|----|
| 1. | I worry about my health. | Yes | No |
| 2. | My parents always take care of my health needs. | Yes | No |
| 3. | I would like to know more about my illness/disability. | Yes | No |
| 4. | I would like to be responsible for taking my own medications or doing my own treatments. | Yes | No |
| 5. | It is easy for me to talk with my doctor. | Yes | No |
| 6. | I feel I have little or no control over my illness/disability. | Yes | No |
| 7. | I would like to speak with my doctor alone during visits. | Yes | No |
| 8. | I would like to go to the doctor by myself. | Yes | No |
| 9. | Sometimes I get embarrassed if I have to take my medications in front of my friends. | Yes | No |
| 10. | If I follow my treatments and take my medications, my health is usually good. | Yes | No |
| 11. | My health needs will affect my future. | Yes | No |

“ADVOCATING FOR HEALTH CARE NEEDS”

Most teens agree that without self-advocacy skills, they cannot successfully plan for independence. LeAnne, a woman with cerebral palsy, describes her first attempts with advocating for her health care needs.

It was scary for me to start making my own doctor appointments. I feared that the receptionist wouldn't understand my speech, which is affected by cerebral palsy. Previously, my mother had done all the calling. Mom told me that I would have to be prepared to answer questions and that it would be wise to have my insurance card in front of me. At that time, I was still under my parents' coverage.

I remember making my first appointment. I felt out of breath, but the woman seemed very patient as she waited for me to tell her what I wanted. She asked the usual questions about health insurance, and I answered.

After I hung up the phone, I had a sense of achieving a small victory. Little did I know that in the next year I would have to learn to trust my own instincts in choosing the right doctor.

When my shoulders and legs started aching, I began to wonder if there was something wrong besides fatigue and tenderness due to cerebral palsy. I made an appointment with our family doctor.

After reading X-rays, the doctor said, “You have arthritis. And although you may be a little young, it's not unusual for people with cerebral palsy because of the wear and tear on your muscles.”

He advised me to rest more and take an over-the-counter medicine.

As the months went by, the pain and fatigue persisted. I finally made an appointment with a specialist. After several tests, she identified a condition that indicated I needed surgery.

I was really confused by the different information, and when it came time to make a decision, I elected not to have surgery. I felt I did not have enough information. Despite the pressure of the physicians, I decided to wait.

After some thought, I decided to get a second opinion. I called the local hospital and described what I wanted: “I am a 20-year old woman with cerebral palsy. I'm having stomach pains. I need to see a doctor who will listen to me and believe me.”

That day, I met the doctor who became my family physician. He discussed each of my concerns and offered detailed information regarding my condition. I began to believe and trust him. That made all the difference in the world. Eventually, I was able to make an informed decision about surgery.

HEALTH CARE SKILLS CHECKLIST

Skill	Performs Independently	Performs Parts Independently	Needs Practice	Plan To Start	Skill Accomplished
Describes chronic illness or disability					
Understands implications of chronic illness/disability on daily life					
Accesses medical records, diagnosis, information, etc.					
Prepares and asks questions for doctors, nurses, therapists					
Knows medications and what they're for, or carries information in wallet					
Is responsible for taking own medication					
Is responsible for doing own treatments					
Gets a prescription filled/refilled					
Calls to schedule own medical/dental appointments					
Keeps a calendar of medical appointments					
Knows transportation to medical office					
Knows height, weight, birthdate, or carries information in wallet					
Knows how to use and read a thermometer					
Knows health emergency telephone numbers, or carries information in wallet					

INDEPENDENCE ACTIVITIES

Activity A: Discuss the fact that independence can be described in many ways. Some of these ways include:

- Freedom
- Making your own decisions
- Having control, power
- Choosing your own friends
- Deciding what to wear
- Doing what you want to do
- Doing things without our parents
- Taking care of yourself
- Paying your own way

Independence is also something that can be present to different degrees in different areas: mental, physical, or emotional. For example, you might feel that you are completely in control of your thoughts, but not of your body.

Limitations to your independence can come from two main sources:

- Other people, and
- Your own physical limitations

Activity B: Have students take a few minutes to think about the specific needs in their life that they feel hamper their independence. For example, some students may have to ask for help in brushing their hair or emptying their catheter. Some may need help in reaching dishes on a shelf or getting in or out of the car. Some may need help carrying a tray in the cafeteria. Some may need extra time changing classrooms at school.

Have students ask themselves:

- What does independence mean to me?
- How independent am I in my different activities at home, at school, in my extracurricular life?
- What things get in the way of my being as independent as I would like to be?
- How can I deal with the obstacles in my way? Is there any way to get over, around, or under them? Do I need help to do so?

Activity C: Present the following problem and idea to students.

Problem: If you need a lot of help because of your disability, how can you still be independent?

Idea: Think of yourself as one of those big executives who runs a conglomerate. The executive makes decisions and others execute them for him. He is independent; he is making the decisions and deciding they will be carried out. He is thoughtful and considerate of those who work for him. *You* are the executive of your life! It doesn't matter if you actually do the driving or comb your hair. *You* make the decisions regarding when and how those things are done in your life!

Learning when to be dependent and when to be independent – and that each is OK – is learning to be interdependent.

Activities A, B & B C were taken from the book Taking Charge: Teenagers Talk about Life and Physical Disabilities, by Kay Harris Kriegsman, Elinor L. Zaslow, & Jennifer D'Zmura-Rechsteiner. Copyright 1992 by Woodbine House. Reprinted by permission of Woodbine House, Inc., Publishers.

CHOICES

Made By Person	Made By Others

This activity is part of the Personal Futures Planning Process developed by Dr. Beth Mount and was reprinted from a mini-handbook on Personal Futures Planning written by Dr. Joe Patterson.

SELF-ASSESSMENT OF COMMUNICATION AND SOCIAL SKILLS USED IN GROUP SITUATIONS

Directions: Think of a group in which you are a member. Rate yourself on your ability to participate effectively in the group by marking “Always,” “Sometimes,” or “Never,” for each of the skills listed below.

When I am in a group, I:

Always	Sometimes	Never	
			1. Look at the person who is speaking.
			2. Keep my hands & feet to myself.
			3. Show others that I am paying attention to what is being said.
			4. Use a calm and quiet voice.
			5. Avoid “put-downs” or others.
			6. Avoid interrupting others.
			7. Ask others to explain if I don’t understand what is being said.
			8. Answer questions that are asked of me.
			9. Contribute at least 3 ideas to group discussions.
			10. Contribute more than 3 ideas to group discussions.
			11. Make people laugh when appropriate.
			12. Give others ideas on how to do things more easily.
			13. Like to participate in discussions.
			14. Like to notice what other group members are saying and doing.
			15. Like to keep track of the time.
			16. Like to write down the group’s ideas and plans.
			17. Like to lead group discussions.

Overall, this is how I feel about my skills as a group participant:

1	2	3	4	5
Not Good	Skills	Good	Very Good	Excellent
	Need Improvement			

The 3 skills that I would most like to work on in groups are:

RESPECT

Behaviors and Roles you think help you gain respect?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Behaviors and Roles respected by others:

1. _____

2. _____

3. _____

This activity is part of the Personal Futures Planning Process developed by Dr. Beth Mount and was taken from a mini-handbook on Personal Futures Planning written by Dr. Joe Patterson.

ORIGINS OF ATTITUDES

There are many influences in molding people's attitudes. From a broad perspective society and the media, including TV, radio and newspaper, have an influence in determining attitudes. From a narrower aspect, family, friends, peers, and a person's own observations and life experience also add to a person's attitudes.

A young child tends to identify with the parent of the same sex excluding the other parent's career choice as a viable alternative for him. For example, a little girl whose father is a chef and whose mother is a teacher will not consider being a chef when she grows up. Or a little boy whose mother is a doctor and whose father is a teacher will not consider being a doctor.

The largest impact on shaping a person's attitude comes from within his own family. The family influence is so strong that a person may assume many of the attitudes he disagrees with on a subconscious level, at least. This does not occur through direct teaching from the person's parents or other family members, but rather the person picks up the necessary cues from observation. Children see and internalize much more than most realize from their families. They observe how their parents get along, how the parents treat the other children, how parents treat outsiders, what parents expect from every child in the family and, of course, how the individual is treated and what is expected from him.

Another person or persons who affect children's attitudes are the significant other adults in their lives. That may be a grandparent, an aunt or uncle, a cousin, a grown brother or sister or just a close adult friend.

All of the family influences occur primarily during the early years. As the individual grows older, into the teen years, the importance of family and its influence decreases and the influence of peers takes on greater significance.

The greatest impact on attitudes is from the family. Next is the impact from peers. And probably least significant is the influence from the media. However, all of these influences add up to be the sum total of the individual's attitudes.

MY FUTURE

Objective: Students will define “lifestyle” and describe their desired lifestyle.

- ⊕ **Activity A:** Hold a group discussion about lifestyle: what it is, who and what influences our lifestyles, and how it impacts on the quality of our lives.

- ⊕ **Activity B:** Have students describe their present lifestyle, and how they want it to look five years from now. Examine the differences between the two and discuss ways to bridge those differences over time. Which factors can they control and which are beyond their control? How important is money to their future lifestyle? Have leisure activities been added or deleted?

Activities A & B were taken from “Transition Issues Curriculum”, Montezuma-Cortez School District RE-1, and the Colorado Department of Education, Special Education Services Unit, 1991.

MY FUTURE

Objective: Students will identify help wanted ads of interest to them in the newspaper.

Materials Required: Multiple copies of a local newspaper.

⊕**Activity A:** Distribute copies of local newspapers to students. Have students turn to the “Help Wanted” section of the newspaper. Have them find 5 jobs in which they would be interested. Ask students to write the necessary information for applying for the job on a sheet of paper (position, place of employment, requirements, phone number, contact’s name, etc.). When students have identified 5 jobs, have them share with the class the ads they found most interesting.

Activity A was taken from the World Program, Jefferson County School District R-1, Colorado

PERSONAL PROFILE

My greatest strengths are:

My skills, abilities, and talents are:

My other qualifications are:

My learning style is:

Work Experience:

Licenses:

My disability is:

It causes these difficulties for me:

I think it can be accommodated in these ways: