**INSTRUCTION IN SELF-ADVOCACY (124X)**

***Unit of service is a minimum of 30 minutes***

1. **Self-determination skills** – Meet with participant to discuss self-determination and explore interests. Participant will complete interest inventories to explore personal and career interests. Use these interests to help with Goal Setting.
   1. Define self-determination
   2. Complete interest inventories\*
      1. <https://www.careeronestop.org/ExploreCareers/Assessments/interests.aspx>
   3. Identify areas of interest
      1. Leisure interests
      2. Career interests
      3. 
2. **Goal setting** – Teach process of SMART goals to write long and short term goals, referring to interests explored in #1. Include personal and career goals.
   1. Importance of goals
   2. Long term goals vs Short term goals
   3. Write effective goals (SMART goals)\*
      1. <https://helpfulprofessor.com/smart-goals-examples-for-students/>
   4. Evaluate / update goals

1. **Identify intrinsic strengths and capabilities** – Participants will use checklists and personal reflection to identify personal strengths. Discuss ways to use these strengths to help reach goals.
   1. Complete checklist of strengths\*
      1. 
   2. Identify strengths
   3. Application of strengths
2. **Understand one’s disability** – Participants will learn more about their disability, how it can affect them, and practice explaining about their disability to others.
   1. Read or learn about own disability\*
   2. How does disability affect self?
   3. Explain disability to someone else
3. **Disclosure of disability –** Participant will examine choices of disclosing disability, and practice wording of disclosing.
   1. Why disclose? Choose whether to disclose
   2. Who / When to disclose
   3. How to disclose / What to say
4. **Disability accommodations** – Participant will learn about possible accommodations available, and how accommodations can be used for accessibility
   1. Define accommodation
   2. Understand ADA and accommodations\*
      1. <https://adata.org/factsheet/ADA-overview#:~:text=The%20Americans%20with%20Disabilities%20Act%20(ADA)%20became%20law%20in%201990,open%20to%20the%20general%20public>.
   3. What accommodations might be needed
      * At a job
      * For life activities
   4. Accommodations available
      * Accessibility and barriers
      * Environment adaptations\*
      * Use of Technology\*
      * Use of Services\*
5. **How to request and utilize accommodations –** Participants will learn processes of requesting accommodations in the workplace or community, options if accommodations are denied, and how to use accommodations effectively.
   1. Identify reasonable accommodations\*
   2. Who to discuss accommodations with
   3. If request is denied
   4. How to use accommodations once approved
6. **Developing positive self-talk skills** – Participants will write examples of positive self-talk and practice using self-talk in various situations using role play.
   1. Define self-talk
   2. Examples of positive self-talk\*
      1. <https://www.medicalnewstoday.com/articles/positive-self-talk#seeking-help>
   3. Understanding the value of positive self-talk
   4. How and when to utilize positive self-talk
7. **How to request and accept help –** Participants will explore various situations where help may be needed, and practice asking for help effectively.
   1. When to ask questions or ask for help
   2. How to ask questions or ask for help
   3. Being willing to accept help
8. **Assertiveness skills –** Participants will practice effective communication using self-advocacy and assertiveness skills. Participants will role play steps to conflict resolution.
   1. Define Assertiveness
   2. Effective Communication skills\*
      1. <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills>
   3. Active Listening Skills
   4. Understand the value of listening to feedback from others
   5. Conflict Resolution steps\*
      1. <https://www.shrm.org/resourcesandtools/tools-and-samples/hr-forms/pages/conflict-resolution-rules-and-steps.aspx>
9. **Decision-making and problem solving –** Discuss steps of problem solving and decision making. Participants will practice making decisions when offered two or more choices. Participants will role play problem solving skills.
   1. Problem-solving steps\*
      1. <https://raisingchildren.net.au/pre-teens/behaviour/encouraging-good-behaviour/problem-solving-steps#problem-solving-6-steps-nav-title>
   2. Making choices or decisions
10. **Self-awareness and independent living skills –** Participants will discuss independent living goals, and skills that may be needed to reach these goals. Participants will write a plan to help reach independent living goals.
    1. Independent Living Goals – Where/with whom would they like to live?
    2. Checklist of Independent Living Skills\*
       1. <https://peatc.org/wp-content/uploads/2021/07/Independent-Living-Life-Skills-Checklist-Booklet-ENGLISH-Interactive.pdf>
    3. Which skills already have?
    4. What skills are needed?
    5. How to obtain needed skills?
11. **Understanding rights and responsibilities –** Participants will discuss their rights – person-centered rights, civil rights, and rights and responsibilities as a community member.
    1. Understanding person-centered rights\*
       1. <https://opwdd.ny.gov/providers/person-centered-planning>
    2. Understanding of civil rights\*
       1. <https://www.hhs.gov/civil-rights/for-individuals/faqs/what-are-civil-rights/101/index.html#:~:text=Civil%20rights%20are%20personal%20rights,include%20protection%20from%20unlawful%20discrimination>.
    3. Understanding ADA\*
    4. Understanding responsibilities
    5. Right to self-determination, freedom from discrimination, right to vote, to work, to participate in community events and activities
12. **Understanding work cultures and how to adapt to varying cultures –** Participants will discuss their culture, discuss respecting other’s cultures, and how to understand workplace cultures.
    1. Understand one’s own culture
    2. Respect other’s cultures
    3. Diversity and Inclusion
    4. Understand work cultures
       1. <https://www.indeed.com/career-advice/career-development/work-culture>
13. **How to take a leadership role in support plans –** Participants will review their support plans, and identify their wants/needs related to their plans. Practice explaining these wants/ needs, and practice taking leadership role at meetings.
    1. Review support plans
    2. Ask questions
    3. Use self-determination skills
    4. Refer to goals
    5. Use decision-making skills
14. **Connecting with peers –** Participants will discuss ways to make and keep healthy relationships; and discuss and explore peer mentoring opportunities
    1. Define healthy relationships
    2. Social skills for healthy relationships
    3. Define peer mentoring
       1. <https://www.health.ny.gov/facilities/long_term_care/waiver/nhtd_manual/section_06/peer_mentoring.htm>
    4. Value of peer-mentoring
15. **Safe and responsible use of social media and the internet –** Participants will explore use of technology, social media, and internet. Participants will discuss safe ways to use internet and social media.
    1. Technology training\*
    2. Types of social media
    3. Safe use of social media & internet
    4. Cautions using social media & internet
16. **Community services and resources –** Participants will explore community services and resources that may be helpful to them. Make a list of resources with contact information. Show step by step how to apply for various services.
    1. Learn about different services/resources available\*
    2. How to apply for services\*