



Instruction In Self-Advocacy Curriculum

Total Units: 20 (10 Hours Total)

This curriculum provides students with the essential tools and skills needed to advocate for themselves effectively in various environments, including educational settings, the workplace, and personal life.

Session 1: Introduction to Self-Advocacy - 4 Units (2 Hours)

Goal: Introduce the concept of self-advocacy and its importance in personal and professional settings.

Topics Covered:

- What is self-advocacy and why is it important?
- Understanding personal strengths and needs.
- The role of self-advocacy in education, work, and personal life.

Activities:

- Self-reflection: Identify personal strengths and areas for improvement.
- Group discussion on how self-advocacy impacts personal success.
- Create a list of goals for self-advocacy development.

Outcome: Students will have a basic understanding of self-advocacy and a framework for identifying their strengths and needs.

Session 2: Rights and Responsibilities - 4 Units (2 Hours)

Goal: Help students understand their rights and responsibilities in various settings, including educational and workplace environments.

Topics Covered:

- Legal rights in educational settings (e.g., IDEA, Section 504).
- Workplace rights and responsibilities (e.g., ADA accommodations).
- How to understand and assert your rights effectively.

Activities:

- Case study discussion: Review real-life scenarios of advocating for rights in school or work.
- Research: Identify resources for understanding rights (e.g., advocacy groups, legal resources).
- Role-playing: Practice asserting rights in different settings (e.g., classroom, workplace).

Outcome: Students will gain knowledge of their legal rights and responsibilities and how to navigate the process of asserting them.

Session 3: Effective Communication Skills - 4 Units (2 Hours)

Goal: Teach students how to communicate their needs and preferences clearly and effectively.

Topics Covered:

- Verbal and non-verbal communication techniques.
- Active listening and effective questioning.
- How to communicate needs respectfully and assertively.

Activities:

- Communication skills practice: Role-play conversations in various settings (e.g., asking for help, requesting an accommodation).
- Group exercises on active listening and giving clear responses.
- Reflection: Write down examples of personal needs or requests that need to be communicated.

Outcome: Students will be able to effectively communicate their needs and preferences in a clear and respectful manner.

Session 4: Requesting Accommodations & Support - 4 Units (2 Hours)

Goal: Prepare students to navigate the process of requesting accommodations, modifications, or other support services.

Topics Covered:

- Understanding accommodations and modifications in educational and workplace settings.
- The process of requesting accommodations (e.g., documentation, forms, timelines).
- How to advocate for necessary support while maintaining professional relationships.

Activities:

- Develop a checklist of steps for requesting accommodations in different settings.
- Group discussion on common barriers and how to overcome them when requesting accommodations.
- Role-playing: Practice making requests for accommodations (e.g., additional time on assignments, ergonomic workspace).

Outcome: Students will feel confident in their ability to request accommodations and support in school or work environments.

Session 5: Self-Advocacy in the Workplace - 4 Units (2 Hours)

Goal: Teach students how to advocate for themselves in professional environments, including job interviews, performance reviews, and career growth opportunities.

Topics Covered:

- How to request feedback and advocate for career development.
- Navigating performance reviews and asking for support.
- Workplace communication: Discussing needs, setting boundaries, and asking for accommodations.

Activities:

- Role-play: Practicing self-advocacy in a job interview scenario.
- Create an action plan for career growth, including requesting training, feedback, or accommodations.
- Group discussion on strategies for navigating workplace challenges through self-advocacy.

Outcome: Students will gain confidence in advocating for their professional development and making their needs known in the workplace.

Session 6: Building Self-Confidence and Independence - 4 Units (2 Hours)

Goal: Help students develop the self-confidence and independence needed to take ownership of their goals and advocate for themselves in various aspects of life.

Topics Covered:

- Building self-esteem and confidence through successful advocacy.
- Setting goals for continuous self-advocacy improvement.
- Encouraging independence in decision-making and self-promotion.

Activities:

- Self-assessment: Evaluate personal growth in self-advocacy skills.
- Group discussion: Share personal successes and challenges related to self-advocacy.
- Create a long-term self-advocacy action plan, including goals for continued growth and development.

Outcome: Students will leave the program with a clear understanding of how to continue improving their self-advocacy skills and the confidence to advocate for their needs in various settings.

Additional Support Components

- **Parental Workshops** – Engaging families in understanding how to support their child’s self-advocacy efforts.
- **One-on-One Counseling** – Providing personalized guidance and feedback for students needing additional support.
- **Follow-Up Sessions** – Ensuring continued development of self-advocacy skills through regular check-ins and adjustments to strategies.