

### ACTIVITY 3-1: Questions About Personal Interests



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Are there certain topics or activities of particular interest to you?

Are there certain topics, activities, or environmental conditions that you do not like or cannot tolerate?

What are your strengths or talents (academic or nonacademic)?

Does your current skill set match the demands of the activities or environments you want to access?

What are your hopes and fears about the transition process?

What kind of support do you need to achieve your goals after graduation?



## ACTIVITY 3-2: Developing Self-Advocacy Skills

**Self-Advocacy** – Help yourself to get the resources **you** need to succeed.

**Tip #1:** Have a support system. You may have a trusted teacher, a friend, or a parent who can help you. Brainstorm ideas with them, practice your advocacy skills, and ask them to accompany you to provide support during the process.

**Practice:** List two people who can help you with this process. Write down why they are good choices for help.

**Tip #2:** Know yourself and what you need. Think about the things you have used in the past to be successful. Then you can explain not only **WHAT** you need, but **WHY** you need it!

**Practice:** Make a list of the services you have received in the past that have been especially helpful.

**Tip #3:** Know your rights under ADA, IDEA, and Section 504. Review **Handout 1-1: Comparison of ADA, IDEA, and Section 504 Legislation** if you need a refresher.

**Practice:** Write down one of the most important protections YOU think ADA or Section 504 offers you.

**Tip #4:** Be relaxed. In most situations where you must advocate for yourself, there is nothing to be nervous about; you are entitled to certain services under the law. Stay calm and take your time.

**Practice:** To help feel more confident, complete this statement and say it to yourself if you need to feel more comfortable asking for certain services: "It is my right to receive

to succeed."

**Tip #5:** Be prepared. Make a list of things you want to say and ask for. This will help to keep you on track as you meet with the appropriate people. Also, be sure to write down any questions you may have.

**Practice:** Pretend you are calling a college admissions office. Write down three questions you would like to ask the admissions staff about the accommodations commonly offered at the school.

## ACTIVITY 3-2: Developing Self-Advocacy Skills



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**Tip #6:** Present specific and clear ideas, feelings, and thoughts. Be specific about what you want or need in the situation. It's okay to be direct and upfront.

**Practice:** Your professor has scheduled a test. You would like accommodations for taking the test in a different way. In three sentences or less, write what you would tell that professor.

**Tip #7:** Use "I" statements. You want to be clear that the opinions or needs you express are your own.

**Practice:** "I believe I need extra time to take tests in this class because ..."  
Write an "I" statement of your own here:

**Tip #8:** Ask for feedback from the person you are speaking to. It is important to make sure that they understand what you are saying and that you understand their point of view.

**Practice:** Think about the last time you had a miscommunication with a fellow student or instructor. What feedback from them could have prevented the miscommunication? Write your ideas here:

**Tip #9:** Educate others. You are an expert on how autism impacts your life. Use your knowledge and skills to educate others about you and what you need.

**Practice:** Pretend you just met someone for the first time. They ask you to explain what autism is and how it affects your life. Explain to them in three sentences:





### ACTIVITY 3-3: Goal Plan

Student Name: \_\_\_\_\_

My Goal:

Outcomes:

Date: \_\_\_\_\_

Next Steps to Reach My Goal:

People Who Can Support Me to Reach My Goal:

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## Student Self-Assessment

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Self-determination skills help you to know ...*

- ▶ *yourself*
- ▶ *your goals*
- ▶ *the supports you need to reach your goals*

**Use the following scale to rate the statements below:**

**3 = almost always/most of the time    2 = sometimes    1 = rarely or never**

Rating			
3	2	1	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I set goals to get what I want or need.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I make plans for reaching my goals.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I check my progress on how I am doing toward my goals.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I attend my IEP meetings.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I participate in my IEP meetings.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I know the goals listed in my IEP.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	At school, educators listen to me when I talk about what I want or need.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	At home, my parents listen to me when I talk about what I want or need.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have others in my life who help me to accomplish my goals.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I ask for help when I need it.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I know what I need, what I like, and what I enjoy doing.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I tell others what I need, what I like, and what I enjoy doing.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I help to make choices about the supports (educational services) and accommodations that I need in school.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe my learning difficulties to others.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I believe I have control to direct my life.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I take care of my personal needs (clothes, chores, meals, grooming).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I make friends with others my age.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I make good choices.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I believe that working hard in school will help me to get a good job.

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### ACTIVITY 3-5: Your Person-Centered Planning Meeting

Review the steps to leading your meeting in the table below. Check which steps you want to do and which steps you want others to perform for you at your meeting.

Action:	I will do this:	Write the name of the person you will ask to help you with this step:
A. Introduce yourself.	<input type="checkbox"/>	
B. Ask everyone to introduce themselves.	<input type="checkbox"/>	
C. Review past goals by sharing what goal(s) you worked on during the last year.	<input type="checkbox"/>	
D. Ask for feedback. Ask what others think about your goals.	<input type="checkbox"/>	
E. Listen to what your team members say.	<input type="checkbox"/>	
F. Tell the team what jobs you like.	<input type="checkbox"/>	
G. Tell the team what goals you have.	<input type="checkbox"/>	
H. Ask the team for how they can help you with your goals.	<input type="checkbox"/>	
I. Ask questions when you don't understand.	<input type="checkbox"/>	
J. Thank everyone for coming to your meeting.	<input type="checkbox"/>	
K. Work on your goals every day.	<input type="checkbox"/>	

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