

CMS Transition Program

Year - Semester

Self-Advocacy

Instructor:

Email:

Course Day and Times:

Phone:

COURSE NUMBER:

CREDIT HOURS 1

COURSE TITLE: Self Advocacy for Post High School Transition

CATALOG DESCRIPTION

Students will learn about self advocacy and ways they can advocate for themselves throughout a variety of environments. Students will be given opportunities to practice skills learned in class. Students will participate in whole group instruction, small group lessons, and community based experiences.

COURSE PREREQUISITES

None required

COURSE RATIONALE

Students begin participating in their planning meetings at age 14 and will continue to participate in meetings throughout their adult life. As students become adults, they will be entering the job market and they will need the skills required to speak up for themselves. Students need to know their rights and have their preferences heard during those planning meetings.

COURSE OBJECTIVES:

- **By the end of the course, students should be able to:** be an active participant in their IEP meetings, demonstrate improved social skills when working with others, advocate for wants and needs, access community resources, learn about personal rights, and learn personal information
- **Students will have additional evidence to add to portfolio (minimum of 4 artifacts per course)**

INSTRUCTIONAL METHODS

This course will include a combination of direct instruction, small group instruction, and community based experiences.

Course Topics

- Social Skills
- Body Language/Social Cues
- Relationships and Conversations
- Being a Good Team Member
- Communicating in Small Groups
- What is Transition?
- Who Attends the IEP Meeting?
- Personal Interests
- Individual Rights
- Making Decisions
- What Should I Wear?
- Responsibilities
- Identifying Community Resources
- Personal Information
- Making Appointments
- Wants and Needs
- Shopping
- Banking

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

The instructor will evaluate student performance in the following ways:

Assignment	Points
	10 Points
	10 Points
	10 Points
	30 points
	20 points
	20 Points
	20 Points
	120 Points

Grading Scale:

Rubic

A- Responds independently, requires little to no prompting, exhibits extraordinary effort, making steady progress on IEP goals and classroom tasks.

B- Requires prompting and reminders, needs repeated opportunities, making steady progress on IEP goals and classroom tasks.

C- Requires ongoing support to gain answers, needs multiple opportunities over a number of days, making variable progress on IEP goals and classroom tasks.

U- Requires full physical assistance, limited progress on IEP goals and classroom tasks.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

You are responsible for all announcements made during the course. Therefore it is very important to check for new announcements on a frequent basis.

Classroom Disposition and Participation

Course Rules:

1. Attend class on a regular basis
2. Be attentive to your instructor and peers
3. Be an active participant
4. Complete assignments on time

Everyone is expected to be respectful of others. Diversity in all areas (including differences of opinion) will be honored during class and class discussions. Students are expected to be on time, be prepared, and participate actively in discussions.

Your contributions to the class are a vital part of your educational process. Participation will include projects, discussions, questions and answers, and sharing of ideas, observations, and concerns. Your ideas and opinions are always welcome in this class. Students are expected to use class time effectively and responsibly. Professional behavior is expected of students within the classroom as well as in school settings. Professional behavior includes maintaining a positive attitude; respecting the confidentiality of classmates, families, and children; listening respectfully to others, and using appropriate channels to express concerns. Professionals attempt to solve problems constructively and maturely. Active listening to speakers and focusing on class discussions are also forms of professional behavior.

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcomed. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussion seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further. (<http://www.legal.uncc.edu/syllabus.html#disability>)

Course Calendar

Unit	week	Topic	Key Points	Assignments
1		<u>Communication</u>		
	1	Social Skills	<ul style="list-style-type: none"> ● Introducing Yourself ● Rules- Classroom ● Manners 	
	2	Body Language/Social Cues	<ul style="list-style-type: none"> ● Personal Space ● Identifying feelings in others ● Using Self-Control 	
	3	Interactions 1	<ul style="list-style-type: none"> ● Asking for assistance/offering assistance ● Conversation Turn-taking ● Being A Good Listener 	
	4	Interactions 2	<ul style="list-style-type: none"> ● What are relationships? ● Friend interactions ● Work interactions ● Stranger Interactions 	●
	5	Managing Behavior	<ul style="list-style-type: none"> ● Identifying feelings ● What to do when I'm upset? ● Develop Personal Behavior Plan 	
2		<u>Person Centered Planning</u>		

	6	Personal Interests	<ul style="list-style-type: none"> • Understanding self-awareness • Understanding self-advocacy • Making Choices 	<ul style="list-style-type: none"> • Job Interest Inventory • Self-Awareness Inventory
	7	Who Attends the IEP Meeting?	<ul style="list-style-type: none"> • Define IEP team • Who attends my meeting? • Why do they attend my meeting? 	
	8	What is Transition?	<ul style="list-style-type: none"> • What is an IEP? • Define transition • What is a transition plan? 	
	9	Individual Rights	<ul style="list-style-type: none"> • ADA • IDEA 	
3		<u>Community Resources</u>		
	10	Making Decisions	<ul style="list-style-type: none"> • Consequences of decision making 	
	11	What Should I Wear?	<ul style="list-style-type: none"> • Matching Clothes • Choosing appropriate clothes for situations (work, home, or recreation) 	
	12	Responsibilities	<ul style="list-style-type: none"> • School Responsibilities • Home responsibilities • Job responsibilities 	
	13	Identifying Community Resources	<ul style="list-style-type: none"> • Where do I go for specific services? • Identify community resources 	
	14	Personal Information	<ul style="list-style-type: none"> • Identify words on 	

			<p>application (name, address, phone number, city, state, zip code)</p> <ul style="list-style-type: none"> ● Identify/write personal information ● Protecting your personal information 	
	15	Making Appointments	<ul style="list-style-type: none"> ● Using a calendar ● Developing a schedule ● Who to contact for services needed 	
4		<u>Money Management</u>		
	16	Wants and Needs	<ul style="list-style-type: none"> ● Distinguish between wants and needs ● Making a budget (weekly or monthly) 	
	17	Shopping	<ul style="list-style-type: none"> ● Where to Shop? ● Making purchases ● Using a vending machine 	
	18	Banking	<ul style="list-style-type: none"> ● Checking accounts ● Savings account ● Debit ● Credit ● Using an ATM 	