

Session II: Speaking Up For Yourself

Deciding Your Future Student Workshop

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In this workshop, students discuss and practice important self-advocacy skills. After completing a questionnaire about their future goals, students are guided through key sections of their IEPs to identify their strengths and needs related to supports, accommodations, and instructional modifications. The goal of this activity is to facilitate students' understanding of how information in their IEP may assist them in college and employment. The remainder of the workshop then focuses on how to be assertive when talking about strengths and needs in various settings relevant to adult life. Students are encouraged to role play several scenarios in order to practice assertive behavior.

Tips for Presenting:

1. Prior to the workshop, have copies of student IEPs ready as well as copies of all the handouts.
2. Discuss the agenda and workshop objectives. If students have not completed the "Deciding Your Future" Survey, it can be completed as a warm-up.
3. **Activity: Getting to Know Your IEP** - Using Slide 4, explain to students how to find information in their IEP. Discuss that the goal of the IEP Activity is to identify areas of strengths and needs relevant to college and job opportunities.
4. Now that students have read how their teachers explain their abilities, it is their turn to put it in their own words! Use Slides 6 and 7 to discuss assertiveness. Then, use Slide 8 as a quick check for understanding.
5. **Activity: Role Playing Assertive Behavior** - Ask students to work in groups of 3 and distribute the UAA handouts. Briefly go through the tips on "Speaking Up For Yourself" and then have the students demonstrate how some of the tips might look on the "Tips for Being Assertive" handout. Show the 8 scenario options on Slide 10. Students should pick at least 3 to role play (one for each person), but they can do more! While one person practices with another, the third group member will use the "Assertive Behavior Checklist" to make sure the person is being assertive! Remind students that the written feedback is also a chance to be assertive - they are not insulting their peers, but instead, giving them helpful feedback. They will switch roles!

Outline of Content:

I. Understanding Key Parts of Your IEP

- Student Questionnaire: "Deciding Your Future" Survey
- Activity: Getting to Know Your IEP
- Handout: IEP Activity

II. Speaking Up For Yourself: Being Assertive!

- What does it Mean to Be Assertive and Why is it Important?
- Aggressive, Passive, or Assertive? Check for Understanding
- Rules for Assertive Negotiation
- Activity: Role Playing Assertive Behavior
- Handouts from UAA Plans: Speaking Up for Yourself (pg. 40), Tips for Being Assertive (pg. 39), Assertive Behavior Checklist (pg. 42)

Supplementary Material for Teachers:

- "It's My Right" Lesson Plan from www.imdetermined.org
- UAA Center for Human Development- Lesson Plans for Teaching Self-Determination

