

Do You Have a Plan?

Everyone has to advocate for themselves. Create and share YOUR plan!

You **advocate** for YOURSELF when...

- You **convince** an employer to hire you
- You **apply** for college or a training program and financial aid
- You **tell** your teacher what classes you want
- You **share** your plans at planning meetings
- You **inform** your doctor about your health

Get Ready to Plan! Research! ACT! Communicate!

Learn about yourself

What do you like?
What are you good at?
What are your challenges?

Survey your interests

Research your choices

Explore careers

What careers match your interests and abilities?

Participate in

Career fairs
Work experience internships
Career-technical classes

Work

What do employers expect?
Can you meet those expectations?

Identify your needs

Know how you learn best.
What challenges do you face in the workplace?
Do you need accommodations?

Start your career Act on your plan

Get the education/training you need
Enter a career

Use information to create your plan for your future! What careers sound interesting?
What education do they require? Do they match your interests, skills and talents?

Research Explore Make Decisions Set your goals

Everywhere you go, someone will ask you about your plan. Make sure all the plans are YOUR PLAN.

Speak up for yourself and share your plans.

If you don't, you may not get the services you need!

1. **Find your allies:** Who are the adults and friends who **believe** in you and **encourage** you to achieve your goals?

Who are the people in your life who listen to you?

Allies: Do you listen carefully?

Who are the people in your life who encourage you to try new things and take risks?

Do you offer support and guidance?

Who are the people in your life who believe you can achieve your dreams?

Are you a good role model?

Your Plan

Everywhere you go, you have to create a plan.

High School: Four Year Plan or College & Career Plan

High School / Special Education: Individual Education Plan (IEP)

Community College: Student Success Plan

American Job Center/One Stop: Individual Service Strategy

Department of Rehabilitation: Individualized Plan for Employment

Regional Center: Individualized Service Plan

Plans are designed to help you achieve your post-school goals.

Share your plan. Advocate for classes. Ask for services

- Can you state your education and career goals?
- Can you list three things you can do to achieve those goals?
- After high school, you are an adult who has to take initiative.
- You have to fill out applications and respond to an interview.
- You have to identify the classes, or jobs or ask for services.
- You have to follow through with THE PLAN.
- Are you interested in activities that will give you a chance to be in the workplace-like internships, volunteering, and working?
- Do you know what services you can ask for in the IEP?

Hints to prepare to plan: Speak & Act

- Tell people about your likes and dislikes.
- Speak clearly and maintain eye contact (or use media to share your story).
- Know your strengths, skills, attributes, challenges.
- Think things through using problem solving skills.
- Research jobs & find jobs of interest.
- Communicate your needs, wants, and preferences.
- Take the risk of trying new things.
- List the pros and cons of your choices.
- Know your rights.
- Hone your technology skills.
- Take charge of your health.
- Research programs & resources in the community.
- Practice communication needs: Engage, Request, Negotiate.

Are you ready to advocate for yourself to find a job?

- Can you describe your career choices?
- Can you describe what you like about the careers?
- Are your goals based on your interests and abilities?
- Are you taking classes that provide training and work experiences that relate to your interests?
- Have you explored careers using O'NET or My Next Move?
- Do you take the time to research a business before you apply?
- Did you identify careers in your community using labor market information?

Are you ready to tell employers?

Why they should hire you in an interview. Hint: focus on job, not money

Your list of skills, experiences, training. Hint: prove you can do the job

Your strengths, weaknesses. Hint: name those that you use on the job

Are you ready to send an employer an application and a resume that can be read by a robot? Hint: read job announcement carefully

Do you have allies?

- Allies help you develop a sense of trust with them.
- Allies listen carefully to your goals and interests.
- Allies validate what they hear and seek clarification.
- Allies offer support and guidance.
- Do you explore the challenges and barriers you face?
- Do you have expectations? Do they have expectations?
- Does your ally's tone offer encouragement?

Communicating your needs

What is your communication style?

- Quiet - Observe
- Shout - Demand
- Look angry-Hostile
- Talk - Engage
- Discuss - Negotiate
- Calm-Assertive

Accommodations are available to help you succeed at work, in the classroom, community, or the doctor's office.

- A GPS accommodates people who travel
- Electric doors accommodate people who deliver large packages
- Glasses accommodate people with poor vision
- Medication helps people with health issues

DISABILITY INFORMATION

If you have a disability that creates challenges for you, the disability may qualify you for assistance from a variety of agencies. It is up to you to decide to tell anyone about your disability. If you choose to talk about it, you will need to answer the following questions.

What is your disability?

How does your disability create barriers that you need to overcome at work or in the classroom?

Where are records that document your disability?

What help do you need (Accommodations)?

Check out the **Job Accommodation Network** for information on how to describe a disability and ideas for accommodations.

<https://askjan.org/indiv/index.htm>

Legal Rights: These laws protect disability rights

Air Carrier Access Act (transportation)

Americans with Disability Act (Employment, Government/Community Access, Public Transportation, Telecommunication)

Architectural Barriers Act (access to buildings)

Civil Rights of Institutionalized Persons Act

Fair Housing Act

Help America Vote Act

Individuals with Disabilities Education Act

Rehabilitation Act

Telecommunications Act

Workforce Innovation and Opportunities Act

Portfolio: Tools for Self- Advocacy

- Copies of your plans for the future
- Interest inventories and reflection
- Career & education research
- Learning style inventories
- Multiple Intelligences summary
- Decision sheet with pros and cons listed
- Certificates & awards you have earned
- Recommendations from teachers and/or employers
- Cheat sheets (e.g. job applications and resumes that are filled out and printed to reference when you apply on line)
- Picture ID, Social Security Card, medical information
- Education history (including career classes), applications to DOR, DRC at college, America Job Center
- Job Accommodation Network checklist
- Presentation resources (PowerPoint, video, multi-media)
- Languages & cultural awareness

Tools and Resources to Teach Self-Advocacy

Self-Advocacy Skills Assessments

I'm determined indetermined.org

■ Self Determination Student Checklist

■ Student IEP Participation Rubric

Personal Preference indicators ou.edu

Planning Guides

Ready? Get Set. Go! nhfv.org

Dude, Where's My Transition Plan tnstep.org

I Want to Work! I Know I Can! catransitionalalliance.org

Hitting the Open Road after High School ncwd-youth.org

Youth Leadership Forums

Youthhood.org **Youth Leadership Forum** calylf.org

YO! Disabled and Proud yodisabledproud.org

Professional Agency Resources

Are They Learning to Lead? ncld-Youth.info

Charting the Life Course supportstofamilies.org

Pacer Center pacer.org

Disability Action Center actionctr.org

National Collaborative on Workforce & Disability ncwd-youth.info

■ By Youth for Youth: Employment