

SELF-ADVOCACY GOALS

Therapist Neurodiversity Collective International

Therapy · Advocacy · Education

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AAC

When provided with AAC pictures paired with words, student will self-advocate for personal needs such as saying no, protesting, asking to use restroom; asking for help (with personal needs such as wiping nose, help with work on worksheet, etc.); indicating sensory distress and/or being overwhelmed; asking for a drink of water; asking for a break.

LEARNING NEEDS

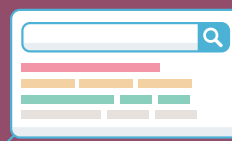
Student will explain and communicate environmental needs for successful learning and/or self-regulation to their instructor (I need to sit in the front or back of the class, I need a quiet place to work, etc.)

AAC SENSORY

In order to self-advocate, using AAC pictures paired with words, student will self-regulate by making a choice from teacher provided supports (For example: use noise canceling earphones, stand at desk while working, safely leave group for a break).

SPOKEN SENSORY

Student will independently
a) Identify specific environmental modifications, and
b) explain why they are needed.



ACCOMODATIONS

Student: In order to self-advocate with instructors, and as needed with others, student will:

- 1) Independently describe their learning disability (or other condition if appropriate – Autism, ADHD, etc.)
- 2) Communicate to others how he/she best learns
- 3) Describe supports and accommodations needed

SUPPORTS

Student will demonstrate measurable progress with independent self-advocacy, including independently:

- 1) Asking for help when he is struggling with materials or lectures
- 2) Requesting modifications and accommodations to which he is entitled
- 2) Asking for clarification when he does not understand directions
- 3) Requesting break when overwhelmed or not able to self-regulate

SELF-DETERMINATION

Student will self-determine communication and self-advocacy goals in partnership with therapist.

