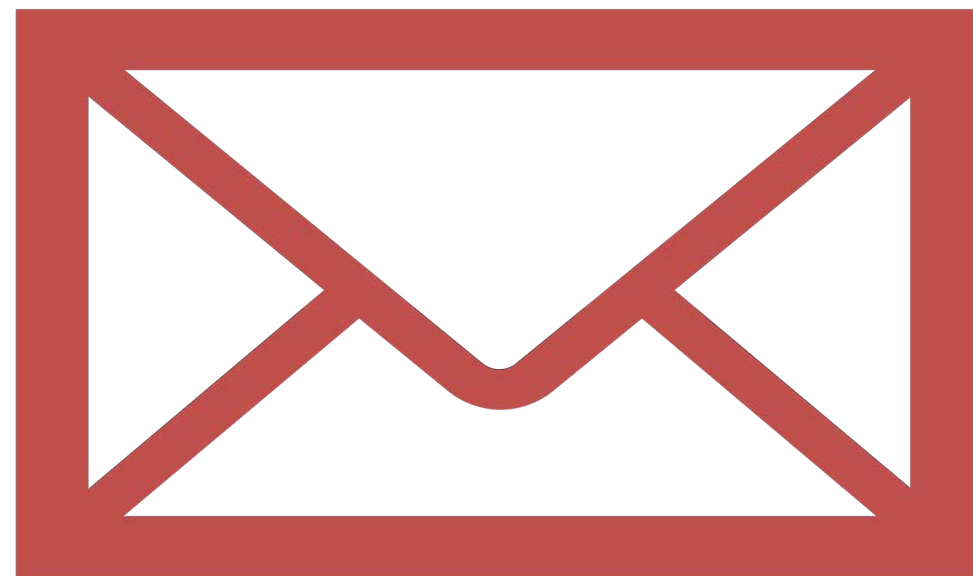




Housekeeping



Got Questions?

Q&A at end of session or email
purposefullifebcs@gmail.com



We Value Your Input! Surveys

Sensory Friendly Movies at Cinemark

A sensory friendly viewing means the cleaning lights are turned on, the volume is reduced, and children are encouraged to sing, dance and have fun! There are no previews, so the movie begins right at 10am. These movies are open to anyone!

- April 15th- Super Mario Bros
- May 13th- Guardians of the Galaxy 3
- June 10th- Spiderman Across the Spiderverse



**Next
Session-
May 4, 2023**



**Safety Is No Accident-
Teaching Safe Actions at Home
and in The Community**

Today's Speakers

**Who Needs to Know About You or Your Child's Disability?
When and How You Can Share That Information.**

Panelists

- Justin Romack, Asst. Director, TAMU Disability Resources
- Melanie McCurry, PATHS Practicum Coordinator
- Ty Day, Self- Advocate, Junior at Bryan High

Speaker

- Megan Garner, Secondary Autism & Low Incidence Disability Specialist at BISD

Your Experiences Growing Up: Learning About Your Disability

- Did your parents teach you about your disability?
- What different methods did they use to educate you about your disability?
- How old were you when they began these conversations?
- Did your view of your disability change as you got older?



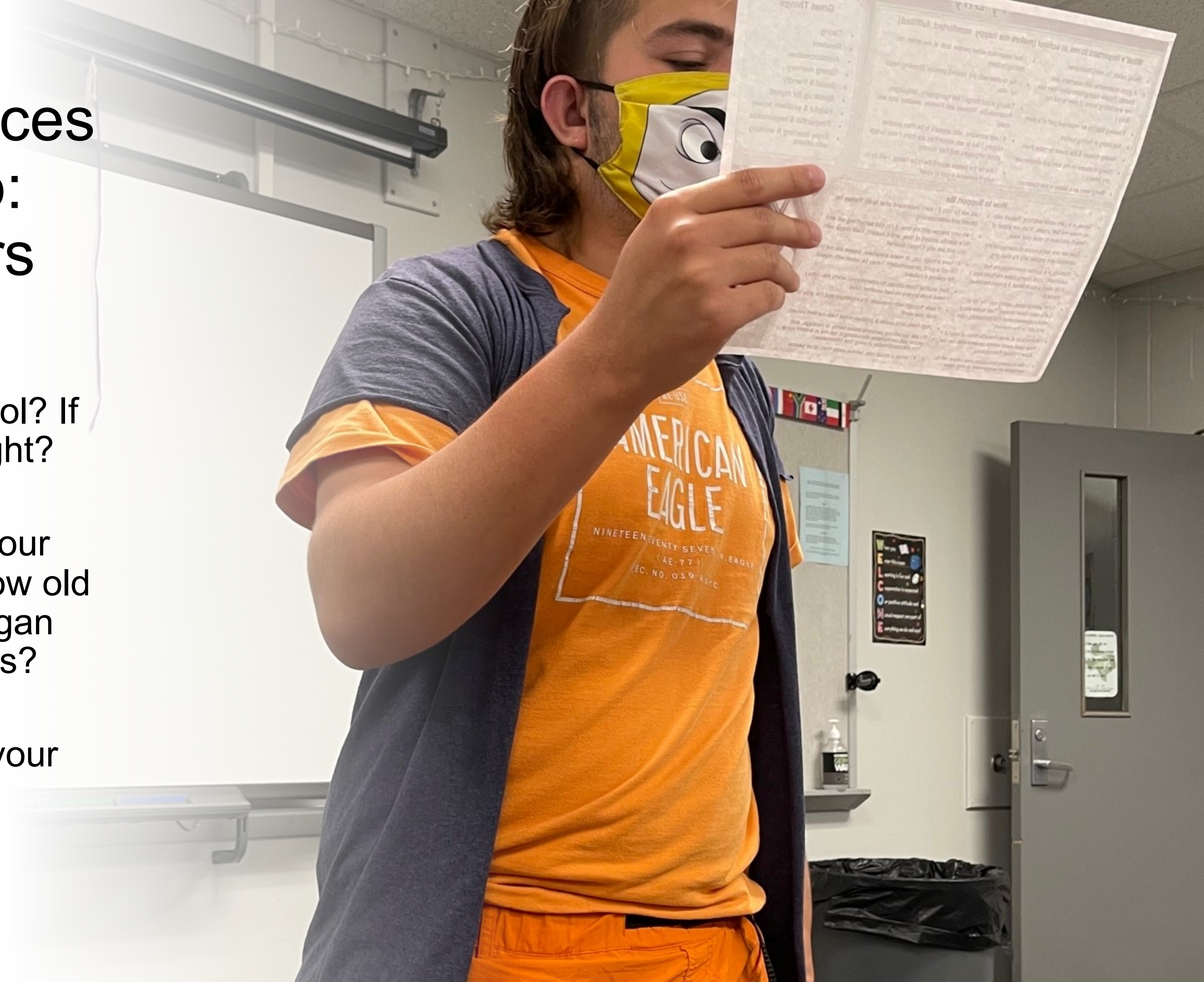
A photograph of a man and a woman hiking on a trail. The man, on the left, is Black with a beard and is wearing a green long-sleeved shirt and a black backpack. The woman, on the right, is Black with her hair in a ponytail and is wearing a blue jacket and a grey scarf. They are both looking at each other and smiling. The background is a misty forest with tall trees.

Your Experiences Growing Up: Self-Advocacy

- Did your parents teach you how to advocate for your needs?
- If it wasn't your parents, who helped you learn to advocate for yourself?
- What was the most important thing you learned from them?
- How old were you when you began to speak up for yourself?

Your Experiences Growing Up: School Years

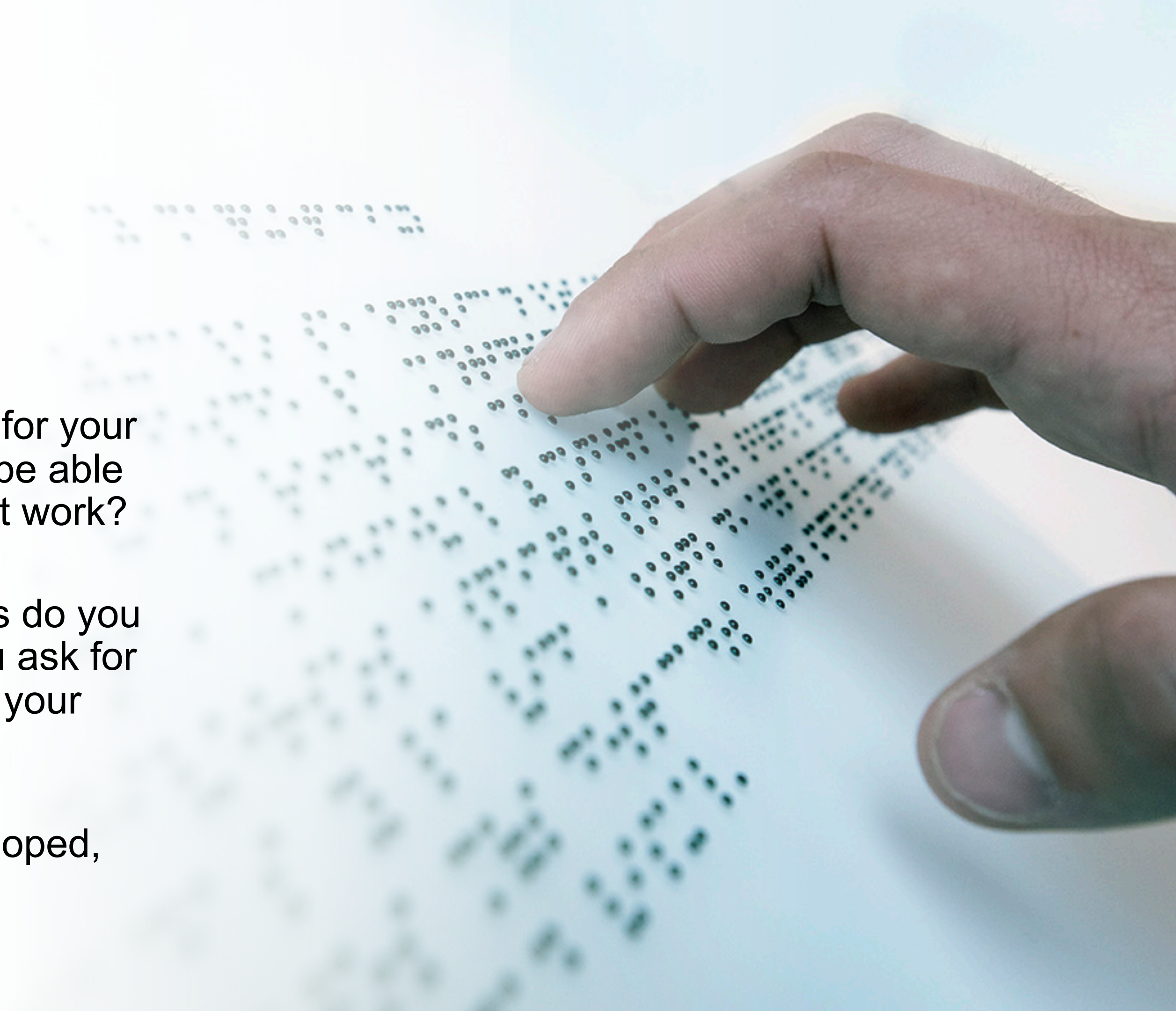
- Were you taught self-advocacy skills at school? If so, what were you taught?
- Did you participate in your IEP meetings? If so, how old were you when you began attending your meetings?
- Did you have a say in your IEP goals or accommodations?





Your Experiences as an Adult

- Did learning how to advocate for your needs as a child, help you to be able to request accommodations at work?
- What kind of accommodations do you need at work and how did you ask for them? What was the result of your request?
- If the result wasn't what you hoped, what did you do next?





Accommodations in College

- What are the differences between accommodations in high school and accommodations in college?
- What would you say is the biggest struggle students face when asking for accommodations in college?



PATHS Program

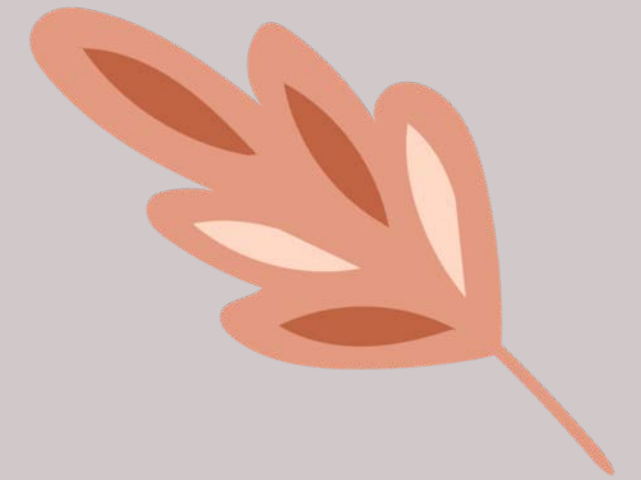
- What is the PATHS Program and who can apply for the program?
- Would you say that the adults in the program have a good understanding of how their disability affects the way they learn and work when they begin the program?
- What types of activities do the PATHS students do to learn how to advocate for their needs when they are on the job?



Megan Garner
Secondary Autism & Low
Incidence Disability Specialist
BISD

How Can Parents Facilitate & Support Personal Advocacy?

You can't address your weaknesses without having an awareness of them. You won't develop an awareness of your weaknesses unless you experience them.



Disclosure

What to consider?

Approach

Resources

Accommodations

What to consider?

Types

Approach

Resources

Personal Advocacy

What's the point?

What to consider?

Approach

Ideas

Disclosing Disability Condition

What to Consider?

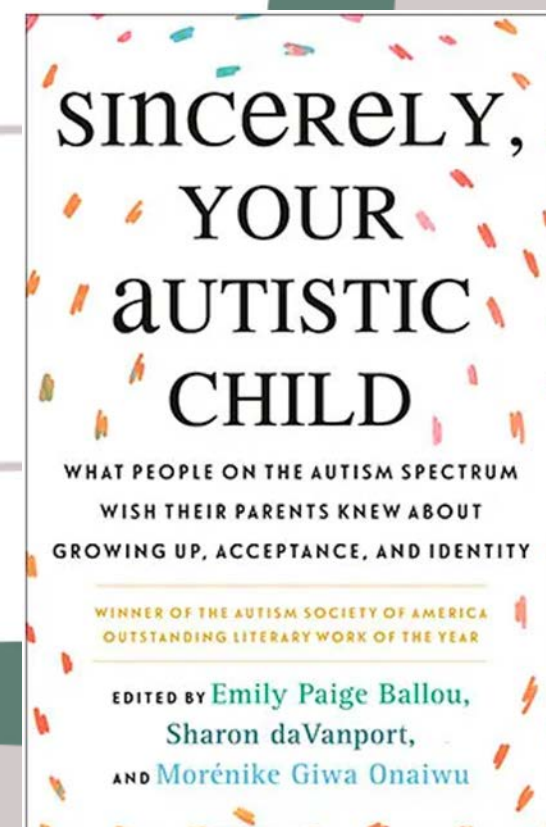
Student's cognitive, developmental, and social development

Resources

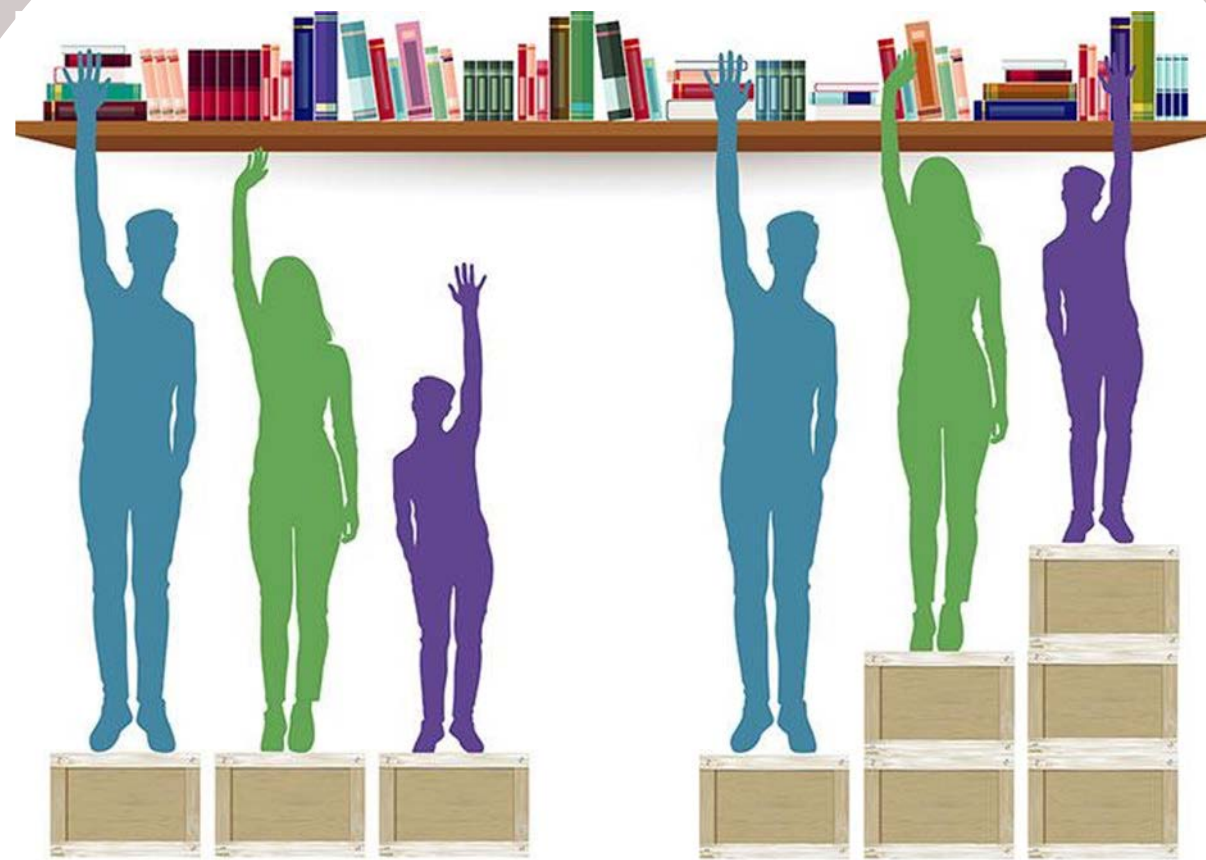
Iris Center Resources for Children's Books and Films: Portrayals of People with Disabilities

Approach

Consider, Converse, and Coordinate



Accommodations



Equality

Equity

Consider:

Student needs

Types:

Academic

Behavioral

Functional

Vocational

Approach:

*Independence is the



ID need, brainstorm supports,
implement, and collect data on
efficacy

How to Foster Self-Advocacy at Any Age

Create Ways for Their Voice to be Heard



Early Childhood -Elementary

- Clothing Options
- Choosing School Supplies
- Helping with Chores/Home Responsibilities
- Following a Routine/Schedule

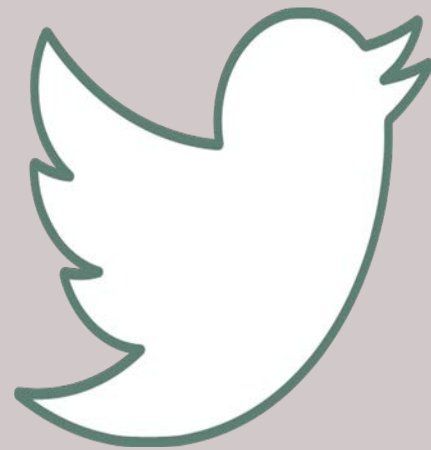
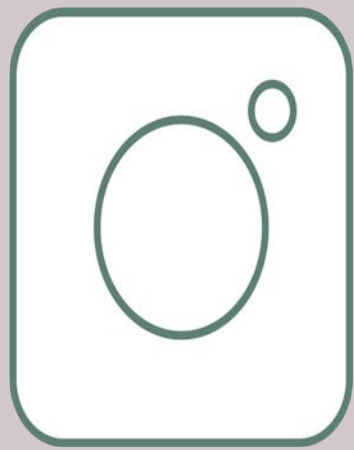
Intermediate-Middle School

- Chores from a List & Check In
- Picking Out Clothes for the Week
- Helping Prepare Meals
- Setting Limits
- Sharing Good & Hard Things
- Managing a Personal Budget
- Attending Their ARD Meetings and Preparing to Share**

High School -Post Secondary

- Identifying Vocational Skill Strengths
- Listing Job/Career/School Goals
- Analyzing Hard Times w/ New Approaches for the Future
- Develop a Life Plan
- Attend or Lead Their ARD Meetings**

Get Connected!



**Life is a learning
game. You can level
up or stay stuck!**

