

| Date & Time: | 04/20/23 6:30pm |
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| Location: | Virtual Zoom Meet |
| Attendance: | T. Acosta, M. Katz, K. Heiner, D. Perez,J. Figueroa , K.Williams, K.Arnold, V. Peterson |

| Topic: | Discussion Summary | Actions | Responsible Party | Date to be Actioned by |
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| Tracy Acosta went over the housekeeping rules.  Ms. Figeruoa introduces Kristen Williams, the learning disabilities consultant at the JTHS.  Ms. Williams presented on self advocacy for our students. | What does Self-advocacy mean?  It is learning to effectively convey, negotiate desires, needs and rights.  It is speaking up for yourself and articulating for what you want.  Why is self-advocacy important?  It helps students acquire the skills needed to be independent and make decisions on their own.  Students begin advocating for themselves without even knowing. It may come out in maladaptive behaviors before they learn how to positively communicate.  What does the research say about self-advocacy?  A conceptual framework helps a student become an effective self advocate.  Conceptual Framework:  -Knowledge of self (academic strengths/weaknesses) Identify strengths and weaknesses  What are hobbies and dreams?  What are career goals and life dreams?  What are specific challenges?  What type of learning style works best?  Embrace your whole self.  -Knowledge of rights (Accommodations/services available) Helpful ways to understand rights are to attend IEP meetings, get to know the case manager, know your accommodations and understand IEP.  It is very important to be aware of disability to learn what works best. It helps identify ways of learning that are most effective. Differences do not mean negatives.  -Communication (ability to request information, assistance, and accommodations). There are several ways to ask for help. It can be in person, or through email or asking to speak in private. Practicing with a teacher that is most comfortable to the student is helpful.  Think about how to simplify accommodations and explain disability to their teacher.  Communication can be assertive, passive or aggressive. It is best to learn how to be assertive. Assertive communication is confident, calm, and direct. It also includes negotiations and learning through the process.  Leadership Eventually once student learns to effectively self advocate they will take on more leadership roles in advocating for themselves and others,  Parental role in supporting student self-advocacy  Parents have an important role in advocacy. As students get older, the parent's role will become more supportive in helping them take the lead. It is suggested to talk to them about their needs and let them productively struggle so that they can learn what they need.  Questions from parents  Are there any social skills clubs or lunch bunch programs in the high school?  The high school does not have social skills or a lunch bunch.  What is available in high school to build on these skills?The high school has self advocacy built into the special ed classes with the teachers. All freshmen participate in a peer to peer session once per marking period with upper classmen.  How can we help simplify for teachers?  It is helpful to make a separate handout for the teacher about the accommodation, skills and strengths. |  | ALL  All | ongoing  ongoing |
| Next Meeting | 6/15/23:  Vanessa Peterson on social skills |  | All |  |

Submitted by: Michele Katz