

# Self-Advocacy for Access Services in Postsecondary Education

**Dr. T. Alan Hurwitz**, Vice President and Dean, NTID/ RIT  
**Dr. Denise Kavim**, Senior Project Access, PEN-  
International, NTID/RIT

PEN-International Leadership Institute for Deaf and Hard of  
Hearing Students  
August 2006  
Herstmonceux Castle, East Sussex, England



在高等教育中维护自我权利以获取无障碍服务

RIT/NTID 副校长及教务长: T.Alan Hurwitz 博士

PEN-International 项目资深研究员:

Denise Kavim 博士

PEN-International 针对聋生和弱听生的领导力学会

2006年8月

英格兰东苏塞克斯, Herstmonceux城堡

## Sharing Experiences...



- Dr. Hurwitz
- Dr. Kevin
- Students
- What you've learned this week
- Growth of postsecondary opportunities for Deaf and Hard of Hearing students



## 分享经验.....

- Hurwitz 博士
- Kevin 博士
- 学生
- 你们这一周学到了什么
- 高等教育发展对聋生和弱听生的机遇

# Defining Access and Support Services



**Access Services-** To access information and materials in the classroom.

Interpreting

- Sign language

- Oral

- Deaf Blind and Visually Impaired



Notetaking

- Paid

- Volunteer

## 无障碍服务和辅助服务的定义

无障碍服务——在课堂上获得信息和资料的途径。

翻译

- 手语

- 口语

- 盲聋人和弱视者

笔记

- 付费

- 自愿者

# Defining Access and Support Services



**Access Services-** To access information and materials in the classroom

Captioning

- Speech to text
- Video

Assistive listening devices



无障碍服务和辅助服务的定义

无障碍服务-在课堂是获取信息和资料的途径

字幕

- 把语音转换成文字
- 录像

辅助听力设备

## Defining Access and Support Services



**Support Services-** To enhance student success in college.

- Personal counseling
- Academic, career & employment advising
- Tutoring
- Testing accommodations
- Technology



## 无障碍服务和辅助服务

**辅助服务-**用以增强学生在大学的成绩

- 个人咨询
- 学校，事业&就业建议
- 辅导
- 考试设施
- 技术

## What is Self-Determination?



- Being in charge of your life to the fullest extent
- Does not always mean doing everything yourself, but making your needs known and directing others on how to assist you
- Person with the disability leads effort for family, friends, staff, & others to work collectively
- Everything is not set up beforehand

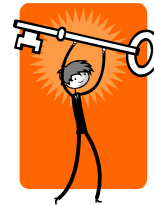
什么是自主？

- 对你自己的整个一生负责
- 不总是意味着你自己亲自做每件事，而是让别人知道你的需要并且知道如何来帮助你
- 残疾人努力领导家庭，朋友，工作人员及其他人一起工作
- 每件事都不能预先成立

## What is Self-Advocacy?



- Recognizing what your needs are to succeed
- Making decisions independently
- Expressing your needs clearly & requesting services
- Advocating for your needs
- Communicating & negotiating with key individuals responsible for providing services



什么是维护自我权利？

- 意识到你获得成功所需要的是什么
- 独立的做出决定
- 清楚的表达你的需要和要求
- 宣传你的需要
- 和提供服务的键人物进行沟通和谈判

## What is Self-Advocacy?



“Good self-advocates know how to ask questions and get help from other people. They do not let other people do everything for them or tell them what to do. Self-advocates are assertive. Assertive people tell others what they want and need, but they do not demand. They respect the rights and feelings of other people. They talk over their ideas with other people. They ask questions for guidance, then make up their own minds after reviewing the information. They may have strong feelings, but they try to be objective when making their decisions”

(“Transition and Self-Advocacy”, excerpt from Integrating Transition Planning into the IEP process, Second Edition, 1999)

### 什么是维护自我权利？

“好的自我主动性知道怎样去问问题和怎样从别人那里获得帮助。他们不会让别人为他们做每件事，或者告诉他们怎么做。自我主动的人是自信的。自信的人告诉别人他们想获得的和需要的，但他们不会去要求。他们尊重其他人的权利和感受。他们和其他人谈论他们的想法，他们通过问问题来寻求指导，然后在审查所有信息后产生自己的思想。他们或许有很强烈的感受，但他们尝试着客观地做出决定。”

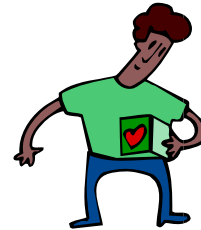


## Self- Awareness



Before you self-advocate and request services, you need to develop self-awareness:

- Your learning style
- Your strengths
- Your areas needing improvement
- Your interests
- Your preferences
- Your goals
- Your accommodation needs



### 自我认识

在你维护自我权利之前，你需要发展你的自我认识

- 你的学习方式
- 你的优点
- 你需要提高的方面
- 你的兴趣
- 你的偏爱
- 你的目标
-

## How to Self-Advocate



- Know the difference between aggressive and assertive
- Become educated on your rights & responsibilities
- Be responsible for yourself
- Be able to clearly describe your disability & needs
- Work on your communication & negotiation skills
- Sample various accommodations

## 怎样做到维护自我

- 了解好斗和自信的不同
- 应用你的权利和义务接受教育
- 对你自己负责
- 能清楚地描述你的缺陷和需要
- 提高你的交流和谈判技巧
- 各种调节的例子

## How to Self-Advocate



- Have different people on various working groups (don't use the same people all the time)
- Get involved in campus activities
- Form support groups. It's OK to start small!
- Read, read, read
- Learn & grow from mistakes
- Network!



## 怎样做到维护自我

- 在不同的工作小组中用不同的人（不要总是用同样的人）
- 参与到校园的活动中去
- 组织辅助团体。可以从小的团体开始
- 阅读，阅读，再阅读
- 从犯的错误中学习和成长
- 关系网络

## Possible Scenarios For Self-Advocacy



- Gaining admission into a new major that's never had a deaf student
- Requesting extended testing time
- Requesting tutoring assistance
- Requesting paid notetaking services, rather than volunteer services, if possible
- Requesting to be appointed to a campus-wide committee

### 维护自我权利的可能方式

- 获得允许加入到一个从来没有聋生参加过的专业
- 要求延长测试时间
- 请求辅导帮助
- 可能的话， 请求付费的记笔记服务，而不是自愿者服务
- 请求被任命为一个校际的委员会委员

## References



- “Self-Determination” article by Michael Kennedy, <http://thechp.syr.edu/mikeself.htm>.
- “Self Advocacy: Speaking for Yourself” article by Michael Kennedy & Patricia Killius, recorded and edited by Deborah Olson, 1986, <http://thechp.syr.edu/saspeak.htm>.
- “Integrating Transition Planning Into the IEP Process (Second Edition), by West, Corbey, Boyer-Stephens, Jones, Miller & Sarkees-Wircenski, Council for Exceptional Children, 1999.
- “Self-Advocacy for College Students”, by Goldhammer & Brinckerhoff, National Center for Learning Disabilities, 1993, [http://www.ldonline.org/ld\\_indepth/postsecondary/nclld\\_selfadv.html](http://www.ldonline.org/ld_indepth/postsecondary/nclld_selfadv.html)

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## Resources



- Handbook of Templates. To create handbooks for support service providers, faculty and students.  
<http://sunsite.utk.edu/cod/pec/products.html#h>
- Northeast Technical Assistance Center at NTID/ RIT Tipsheets. Brief informational tipsheets on various topics pertaining to deafness. Over 30 topics available.  
<http://www.netac.rit.edu/publication/tipsheet>

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- “Achieving Goals!” Career Stories of Individuals Who are Deaf and Hard of Hearing. Series of videos featuring successful deaf adults in a variety of careers. <http://www.netac.rit.edu/goals/menu.html>

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- “Achieving Goals!” Career Stories of Individuals Who are Deaf and Hard of Hearing. Series of videos featuring successful deaf adults in a variety of careers. <http://www.netac.rit.edu/goals/menu.html>

## Resources



- “Make a Difference: Tips for Teaching Students who are Deaf or Hard of Hearing” CD for faculty members teaching students who are Deaf or Hard of Hearing in all educational settings. <http://www.pepnet.org>. Go to PEPNet Resource Center, Product #1151.
- Project Access/ Class Act, NTID at RIT, Rochester, New York, U.S.A. (<http://www.rit.edu/~classact>)

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