

# Self-Advocacy for Access Services in Postsecondary Education

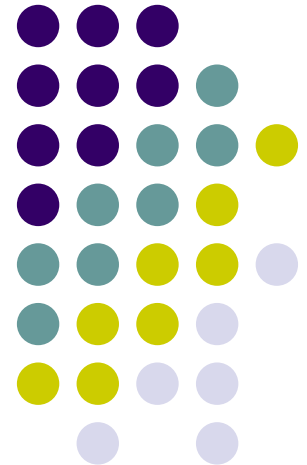
**Dr. T. Alan Hurwitz**, Vice President and Dean, NTID/ RIT

**Dr. Denise Kavin**, Senior Project Access, PEN-  
International, NTID/RIT

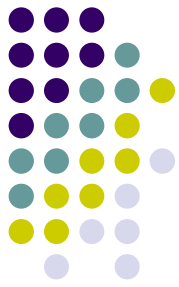
PEN-International Leadership Institute for Deaf and Hard of  
Hearing Students

August 2006

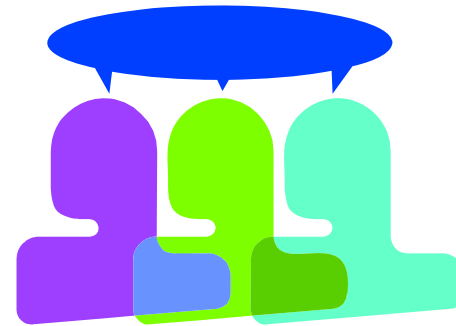
Herstmonceux Castle, East Sussex, England



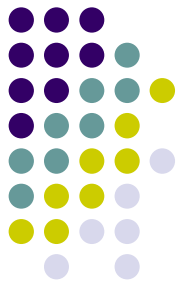
# Sharing Experiences...



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



# Defining Access and Support Services



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

Interpreting

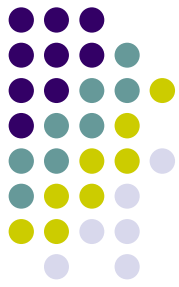
- Sign language
- Oral
- Deaf Blind and Visually Impaired

Notetaking

- Paid
- Volunteer



# Defining Access and Support Services



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

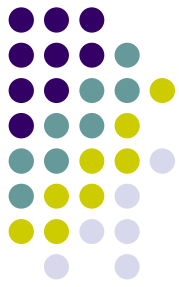
Captioning

- Speech to text
- Video

Assistive listening devices



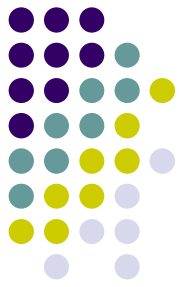
# Defining Access and Support Services



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

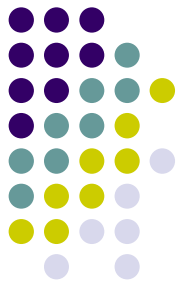
- Personal counseling
- Academic, career & employment advising
- Tutoring
- Testing accommodations
- Technology





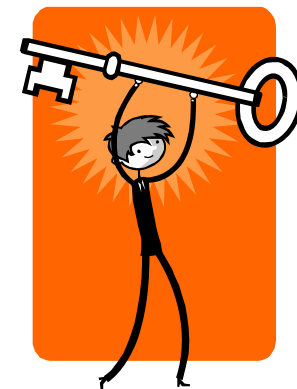
# What is Self-Determination?

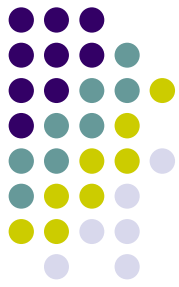
- Being in charge of your life to the fullest extent
- Does not always mean doing everything yourself, but making your needs known and directing others on how to assist you
- Person with the disability leads effort for family, friends, staff, & others to work collectively
- Everything is not set up beforehand



# 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





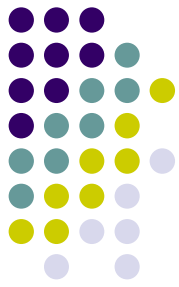
# What is Self-Advocacy?

“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)

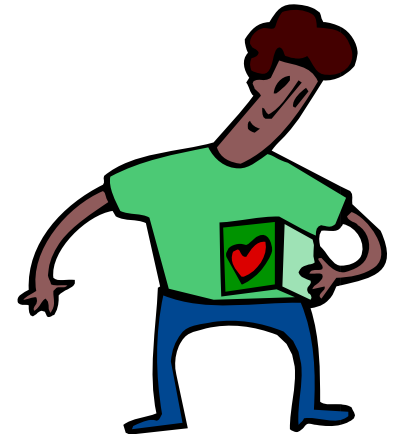


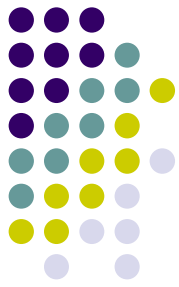
# Self- Awareness



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

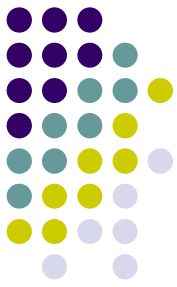
- Your learning style
- Your strengths
- Your areas needing improvement
- Your interests
- Your preferences
- Your goals
- Your accommodation needs





# 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

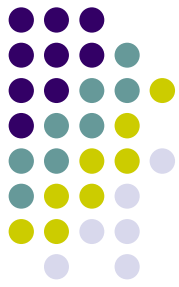


# How to Self-Advocate

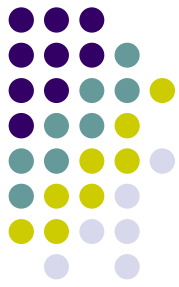
- Have different people on various working groups (don't use the same people all the time)
- Get involved in campus activities
- Form support groups. It's OK to start small!
- Read, read, read
- Learn & grow from mistakes
- Network!



# Possible Scenarios For Self-Advocacy

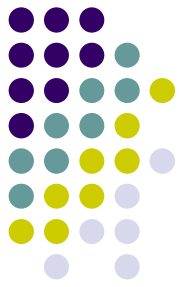


- Gaining admission into a new major that's never had a deaf student
- Requesting extended testing time
- Requesting tutoring assistance
- Requesting paid notetaking services, rather than volunteer services, if possible
- Requesting to be appointed to a campus-wide committee



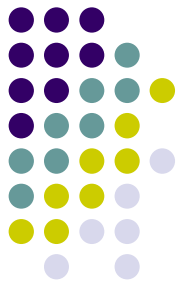
# References

- “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.idonline.org/ld\\_indepth/postsecondary/ncld\\_selfadv.html](http://www.idonline.org/ld_indepth/postsecondary/ncld_selfadv.html)



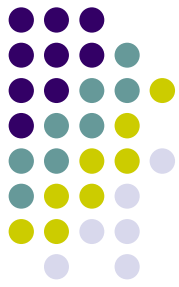
# Resources

- 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>



# Resources

- PEPNet “Online Orientation to Serving College Students who are Deaf or Hard of Hearing” . Online training for educators, service providers, prospective employers, and students preparing for careers in deafness-related fields. [www.pepnet.org](http://www.pepnet.org)
- “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>)