



AUTISM TRAINING AND TECHNICAL
ASSISTANCE PROJECT

Self Advocacy

Speak up for your Needs

The Autism Training and Technical Assistance Project

The Autism Training and Technical Assistance Project (ATTA) develops and presents resources that assist individuals with autism in their transition from secondary education to postsecondary education or employment. ATTA provides training and support to important stakeholders as they work to provide an equitable experience for individuals on the spectrum.

The Illinois Center for Specialized Professional Support

The Illinois Center for Specialized Professional Support (ICSPPS) creates, supports, and delivers professional development for education professionals across Illinois. ICSPPS provides technical assistance, develops publications, and facilitates program improvement strategies for our partners as they relate to college transition, recruitment, retention, and completion—encouraging achievement of special populations learners. ICSPPS was founded in 1977 at Illinois State University and is housed in the Educational Administration and Foundations department in the College of Education.





Autism Training and Technical Assistance Project (ATTA)

<https://autismcollegeandcareer.com>

icsps impacting educational equity



Illinois
State Board of
Education



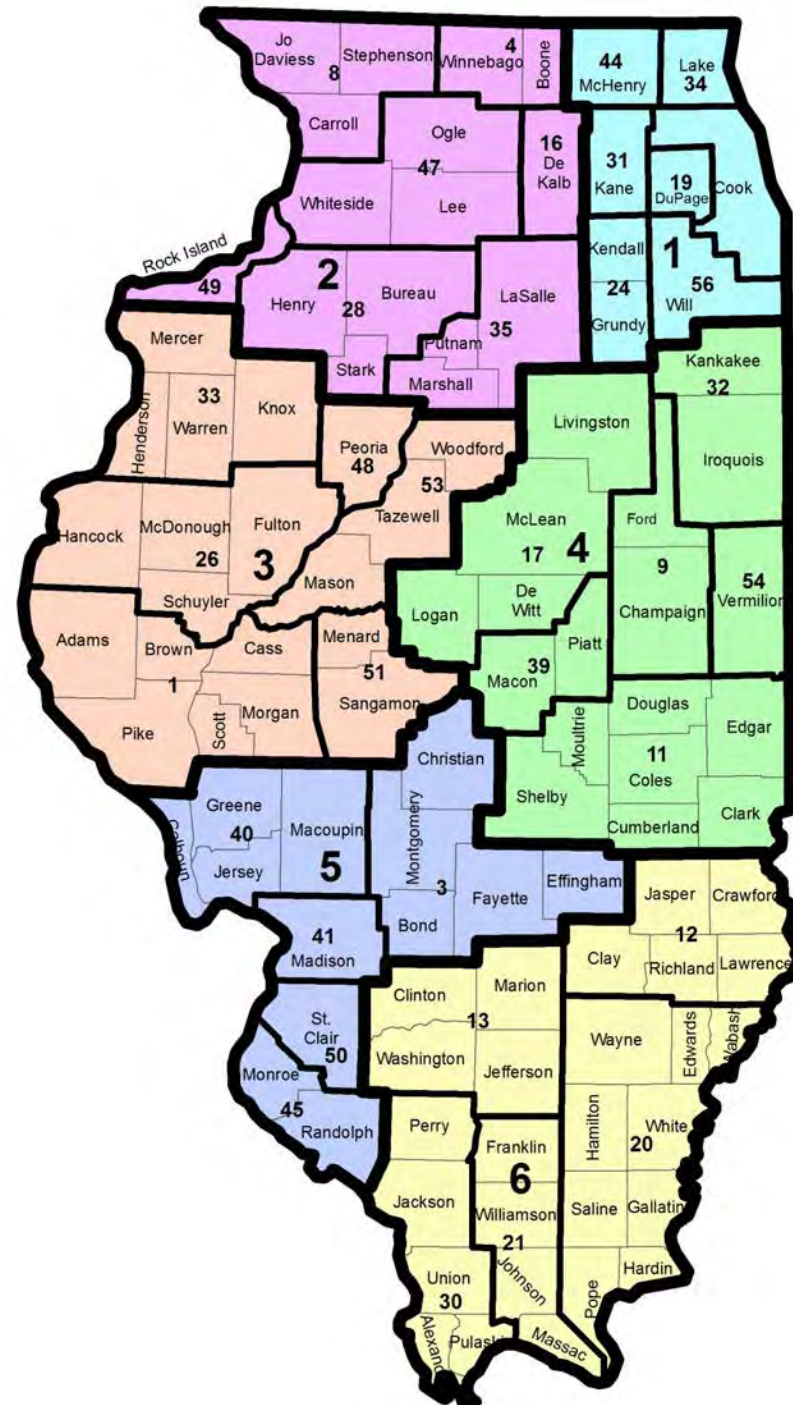
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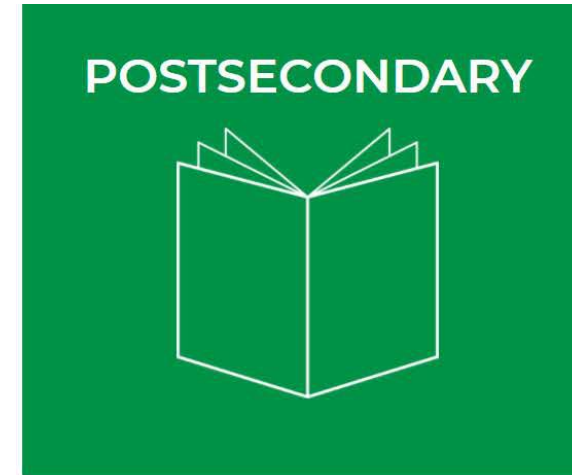
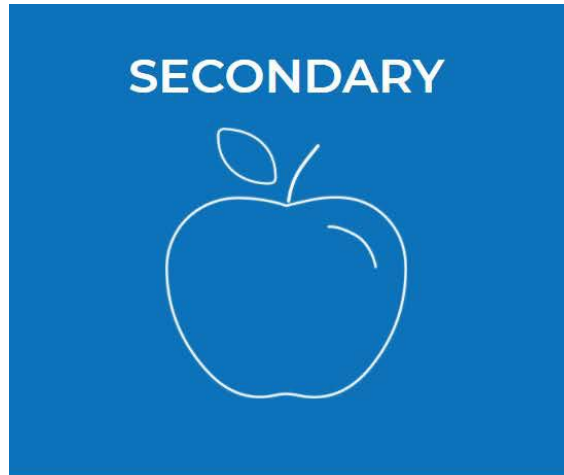
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Which Region are you Located in?

1. Chicago
2. Northeast
3. Northwest
4. East Central
5. Southwest
6. Southeast



Which ATTA Stakeholder do you Represent?





Autism Spectrum Disorder (ASD)

statistics and facts

- 1 in 54 identified w/ ASD – 2% of the total population (<https://www.cdc.gov/>)
- Neurologically based condition
- Broad Spectrum: learning and thinking range from gifted to severely challenged
- Repetitive Behaviors
- Rigid, change is hard
- Diagnosed with the DSM-5
- Lifelong Disorder
- Successful with interventions and therapies

Presenter Information

Carissa Melody, MS

Access and Transition Coordinator at ICSPS

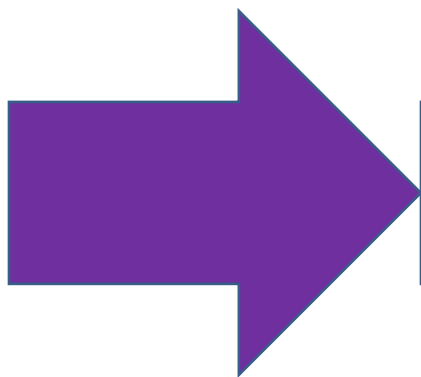
Mother of 3: age 20, 18, and 15

10 years Experience Teaching Special Education

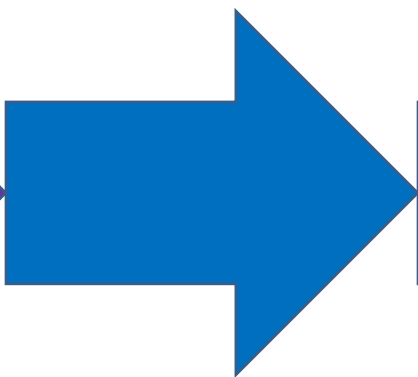
Masters Degree in Applied Behavior Analysis



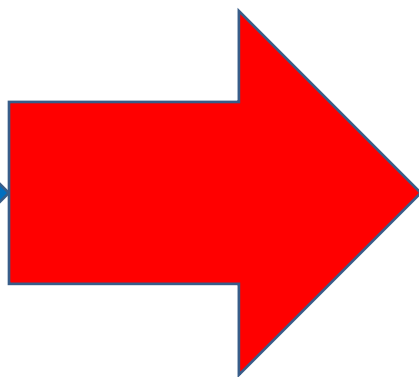
AGENDA



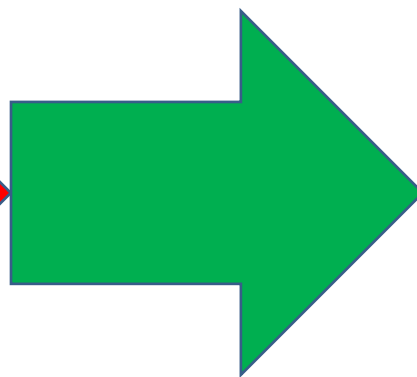
Explore Definitions
~self-advocacy
~self-management
~self-determination



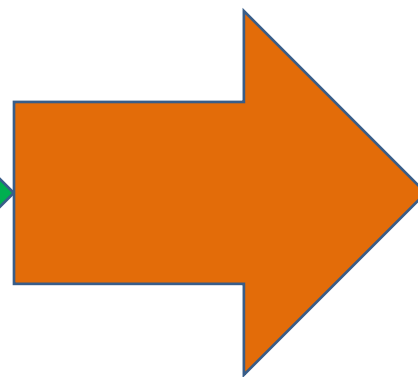
Self-
assessment



Explore
Stress
Management



Explore
Personal
Insight



Discuss
Strategies



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Poll Question: Choices



Food Court Scenario



CHOICE:

- I'm solely in charge of you.
- I'm partially in charge.
- A shared partnership
- YOU are in solely in charge.

CONSEQUENCE:

You need permission for each step or task.

No permission needed. I share in all the consequences of your actions.

You are responsible for all your actions and corresponding consequences

I make NO decisions.



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Self-Determination

- - acting as the primary agent over one's life making all choices and decisions regarding one's quality of life.

WHY: INDEPENDENCE

- YOU are solely responsible.
- YOU decide what you want.
- YOU develop a plan to get it!



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Definitions

Self-Awareness

– needs, interests, strengths, and limitations

Self-Advocacy

– ability to **express** needs, interests, strengths, and limitations

Self-Management

– manage own performance

Self-Efficacy

– beliefs about our ability: self-confidence

Self-Reflection

– serious thought to grow understanding
(planning & decision making)





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ATTA Resources

Autismcollegeandcareer.com

Self-Assessment Document

Academics

Independent Living

Socialization

Safety

Sexuality

Personal Insight



Academic Assessment

- Take notes while listening
- Listen and actively participate
- Complete assignments
- Can read, understand, and rephrase in my own words
- Accept feedback and make improvements
- Good study habits
- Attend class or regular tutoring sessions
- Inform teachers of known absence
- Appropriate classroom behaviors
- Respect others' opinions and can express my own opinion





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Academic Strategies

Look at each skill, choose strategies that work best for your life:

- Notetaker or a keyboarding device to take notes
- Copy of the teacher's notes or guided notes
- Rubric, checklist, or other assignment organizer to know when it is finished
- Working memory strategies and practice
- Assignment calendar, syllabus organizer
- Daily schedule
- Relationship with teacher
- Social communication skills





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Independent Living Skills Assessment

School/Work/Home



- Plan and participate in learning (IEP/504)
- Self-advocate when needed
- Know my accommodations and who to request them from
- Seek career exploration activities
- Follow a schedule and manage time effectively (home too)
- Money management: lunch, restaurant, groceries, clothing
- Plan and follow nutritional diet
- Manage medication
- Travel independently
- Set Alarm, choose and dress appropriately,
- Independent Grooming & Hygiene

Independent Living Skills Awareness



- Goal planning, collaboration with others
- Better knowledge of needs
- Ability to speak up for needs
- Manage time and \$\$\$
- Manage health: nutrition and medicine
- Safely travel
- **INDEPENDENCE**





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Socialization Skills Assessment

- Involved in school clubs, groups, or other activities
- Involved in community groups or social activities
- Plan and do social activities with others
- Enjoy others including conversations
- Friends with common interests
- Initiate social outings
- Work and collaborate with others



Social Skills

Social Skills Strategies

- Social “rules”
- Inquire about groups and clubs with similar interests
- Know your social threshold
- Practice scenarios 1:1, small group, then large group
- Role play conversations or interviews
- Social mentor
- Watch videos

Social Skills Outcomes

- Positive relationships with peers, teachers, and employers
- Good communication skills
- Participation in enjoyable activities
- Politely avoid situations you don't want to be in
- Increased quality of life



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Sexuality

- Understand my own views about sexuality
- Understand my own views may differ from others
- Understand sexual intercourse, sexually transmitted diseases, birth control, and safe sex
- Respect others views about sexuality
- Understand sex is private
- Understand the difference between friendship or a more intimate relationship



Safety and Health Assessment

- Difference between a friend and acquaintance
- Knowledge of who I should and should not share personal information with
- Navigate the community w/o assistance
- Knowledge of when I'm sick or hurt and when to seek doctor assistance
- Knowledge of when there is an emergency and who to call
- Exercise and eat a nutritionally balanced diet



Stress Assessment

- Recognize when I am stressed
- Engage in activities to reduce stress
- Can handle a crisis situation and move beyond
- Accept help from others
- Able to self-regulate using calming strategies

Stress Management Strategies

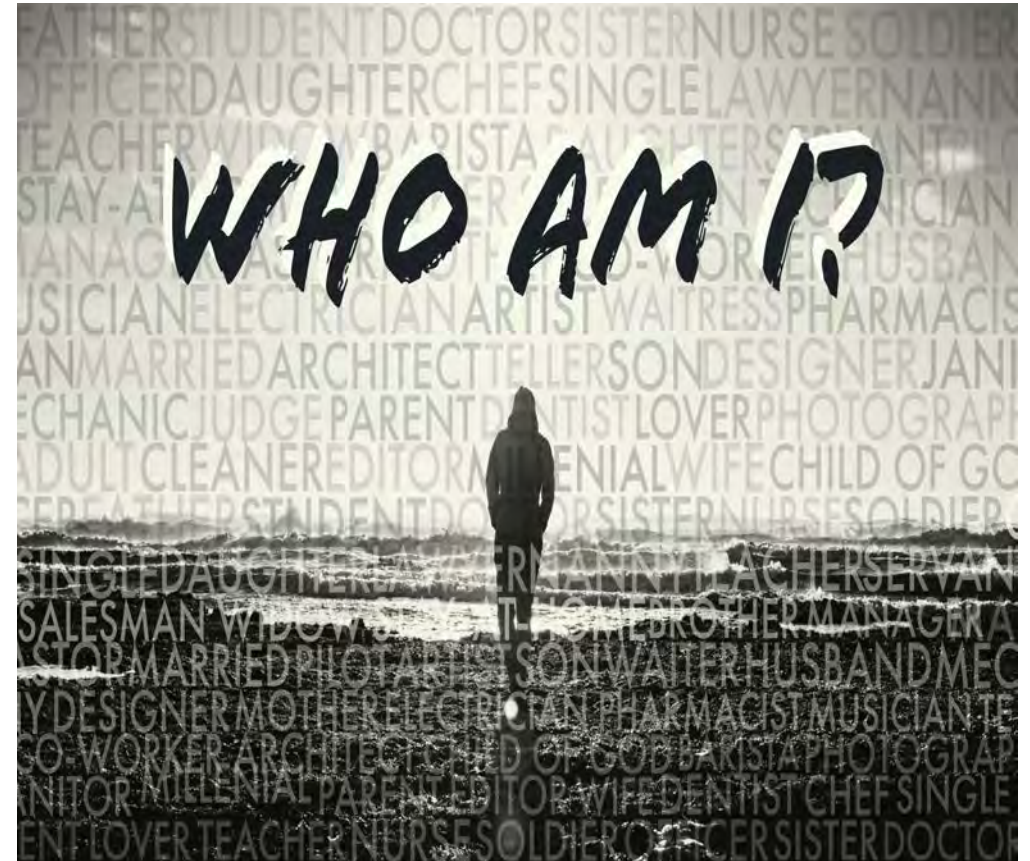
- Take a break
- Ask for help
- Go for a walk
- Breathing exercises
- Sensory input
- Music, reading, drawing
- Running, jumping



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Personal Insight

- I have personal goals and plans to reach them
- I know what I want to do after high school
- I try new things
- I am generally flexible and accommodating when changes happen
- I take responsibility for myself
- I understand my disability
- I know when and who I should disclose my disability information to





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Poll Question: Choices



Summary & Questions

- Explore Choices
- Explore definitions
 - Self-determination
 - self-awareness, self-advocacy, self-management, self-efficacy, self-reflection
- Student Self-Assessment
- Discuss strategies





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Thank you!

For more information visit <https://autismcollegeandcareer.com/>

icsps impacting
educational
equity

Illinois Center for Specialized Professional Support,
Illinois State University, College of Education