Revised strategy
Self-Advocacy incorporates new information

**Center
for Research
on Learning**

The *Self-Advocacy Strategy* is a motivation and self-determination strategy that students can use when preparing for and participating in any type of education or transition planning conference.

Self-advocacy encompasses self-determination skills, those skills related to making informed decisions, setting goals, and taking action in relation to those goals, and self-advocacy skills, those skills used to effectively communicate, convey, negotiate, or assert interests, desires, needs, and rights. Instruction associated with the *Self-Advocacy Strategy* is related to teaching students these skills.

The purpose of instruction in this strategy is five-fold:

1. It is designed to enable students to systematically gain a sense of control and influence over their own learning and development.
2. It focuses students' attention on their individual strengths and needs and the choices they can make for their future.
3. Mastery of the strategy enables students to take an active role in making decisions and setting and pursuing goals related to their learning and development needs.
4. It provides a framework for students for making and implementing plans that are aligned with their needs and goals and that are focused on making successful transitions from educational settings to the work force, adult life, and their communities.
5. It ensures that students learn to use the steps of the *Self-Advocacy Strategy,* which enable them to communicate effectively about and advocate for their education or transition needs and goals. As a result, they will be more likely to participate actively in the education- and transition-planning process and advocate for themselves in a variety of situations.

The steps of the strategy provide a way for students to get organized before a conference and techniques that can be used to effectively communicate during a variety of conferences or meetings.

The *Self-Advocacy Strategy* manual has undergone significant revisions, as noted below.

Stages of Instruction

The strategy is taught using a modified version of the Strategic Instruction Model's acquisition and generalization stages. The most significant revisions to the manual relate to Stage 3: Model and Prepare.

Two versions of this stage are presented in the manual—one for Education Planning Conferences and one for Transition Planning Conferences. Both versions of this stage are affected by the revisions.

Stage 3A: Model and Prepare for Education Planning Conferences

This stage has been revised to reflect the addition of two new education skills lists: The Classroom Behavior Skills List and the Computer Technology Skills List. The addition of these two lists brings the total education skills lists to seven.

> The steps of the strategy provide a way for students to get organized before a conference and techniques that can be used to effectively communicate.

Sample skills

Sample skills from the new Classroom Behavior Skills List

Can you:

- Be on time and be seated before class begins?
- Accept authority and follow class rules, routines, and directions?
- Begin tasks and assignments independently after instructions are given?
- Express your feelings or thoughts in an appropriate manner?
- Be responsible for your own actions and belongings?
- Show a positive attitude toward others?
- Cooperate and communicate with others in an appropriate manner?
- Use appropriate and acceptable language?
- Cope with temper, anger, and stress without aggression or conflict?
- Stay on task independently?
- Adapt appropriately to changes in routines or activities?
- Use free time in a constructive manner?

The Classroom Behavior Skills List (see above for a sample of skills included on this list) was added because teachers said that students were unable to reach their academic and career goals because they lacked the necessary classroom behavior skills.

The Computer Technology Skills List (see page 3 for a sample of skills included on this list) was added to reflect new standards found in most states regarding student knowledge and skills related to computers and instructional technology.

The Education Inventory has been revised to reflect the addition of the Classroom Behavior Skills List and the Computer Technology Skills List.

Stage 3B: Model and Prepare for Transition Planning Conferences

This stage has been revised to include information regarding "age-of-majority" rights. Such information must now be given to students before they leave school. In addition, students must identify personal goals related to their age-of-majority rights.

Three new cue cards have been added. The first explains the term "age of majority": The age at which a person is granted by law all the rights and responsibilities of an adult. In most states, this is age 18.

The second new cue card lists various age-of-majority rights, such as voting, owning land, consenting to education programs and services, and having the personal freedom to make specific choices about how to live one's life.

The third new cue card explains the term "legal emancipation": The circumstances under which a person becomes free of a parents'/guardians' care, responsibility, and control.

The Transition Inventory has been revised to reflect this new information.

Stage 5: Group Practice and Feedback

Simulated conference guides are used during this stage to provide practice in using the *Self-Advocacy Strategy*. The simulated conference guides for both education and transition planning conferences have been changed to reflect the new information outlined in the Stage 3 changes for both types of conferences.

Other changes

In addition to the revisions to Stage 3 and Stage 5, several other minor revisions have been made throughout the manual.

New subtitle

The book has a new subtitle, "for enhancing student motivation and self-determination." It replaces the old subtitle, "for education and transition planning." The new subtitle more accurately reflects the intended effect of mastering this strategy.

Introduction

The introduction has been revised slightly to reflect more up-to-date thinking on self-determination. Specifically, it emphasizes the importance of motivation and self-determination as they relate to teaching students how to make informed choices and decisions. In addition, references have been expanded.

More pages

Overall, the book has more pages than previous editions, and sections begin on different pages, so the page numbers from the older editions no longer match.

About the revised manual

Authors of the *Self-Advocacy Strategy* manual are Anthony K. Van Reusen, Candace S. Bos, Jean B. Schumaker, and Donald D. Deshler.

For information about purchasing a copy of the revised manual, contact Edge Enterprises by phone at (785) 749-1473 or

Sample skills

Sample skills from the new Computer/ Technology Skills List

Can you:

- Operate and take care of a television?
- Operate and take care of a radio?
- Use a telephone?
- Use a digital camera?
- Use computer vocabulary: cursor, software, memory, disk drive, hard drive, and CD-ROM?
- Use a desktop computer?
- Use a word-processing program to write and edit a letter or paper?
- Search for something on the Web?
- Read a spreadsheet?
- Find information on a DVD?
- Print a document from a computer?
- Use a computerized calendar?

Workshop for college, university faculty

A new version of a popular workshop sponsored by the University of Kansas Center for Research on Learning will be offered in the spring.

The *Teaching Content to All: Effective College Teaching* workshop will be May 27-31, 2003, in Lawrence, Kansas.

Formerly known as the *Pedagogies for Academic Diversity in Secondary Schools Workshop for Preservice Educators,* the workshop has been redesigned and should appeal to new college and university faculty, faculty interested in improving their teaching skills, faculty engaged in teacher preparation, and teams of faculty from departments or institutions.

The workshop will target:
- improving teaching skills
- focusing on effective course planning
- dealing with academic diversity
- creating a successful learning community
- promoting critical thinking
- preparing teachers

The application deadline for the workshop is March 1, 2003. Interested individuals may download an application form from the CRL web site at http://www.ku-crl.org/htmlfiles/core.html (see the Announcements section at the top of the page).

More information also may be obtained by calling CRL at (785) 864-4780 or contacting the workshop coordinators by e-mail at cheever_graner@yahoo.com.

VISIT KU-CRL ON THE WEB:

WWW.KU-CRL.ORG

LEARN materials

The *LEARN Strategy,* one of the Cooperative Thinking Strategies, was designed to enable students to work in teams to learn together.

Through the use of this strategy, students learn to identify important information in textbooks, to extract the key words from the identified information, to develop a mnemonic or memory device to remember the information, to study and learn the information with team members by using coaching and learning skills, and to process how the team worked together.

The letters of the acronym LEARN represent the first letter of each step in the strategy:

Locate and discuss clues
Extract key words
Assemble a memory device
Rehearse and rotate
Note your SCORE (a reference to the SCORE Skills—see information below)

Bonita Cox, a teacher at Lee County Senior High School in Sanford, North Carolina, has developed some supplementary materials to be used with lessons during *LEARN Strategy* instruction.

"At the high school level, I find that having to be accountable for information processes works well." Bonita said. "I have found that the inclusion of a rubric, which identifies point values, as well as a general idea of the material to be learned helps my students progress through learning.

"The real reward, for them as well as myself, comes when they compare their beginning and ending scores, as well as the improvement in grades across the curriculum with the usage of the strategy."

On the following pages, Bonita shares the pre- and post-test information, tests, and rubric she has developed for Lesson 7 of the *LEARN Strategy.*

Cooperative Thinking Strategies Series

The Cooperative Thinking Strategies Series has been created for heterogeneous classes of students, including students with disabilities. The series encompasses five instructor's manuals specially designed to help students think and work together in caring, positive, and productive ways:

- The *SCORE Skills* are basic social skills that students need to work in cooperative groups.
- The *THINK Strategy* is used by students to solve problems together.
- The *LEARN Strategy* is used by students to master information together.
- The *BUILD Strategy* is designed for analyzing and resolving controversial issues within a group.
- The *Teamwork Strategy* is used by students to work together on a project.

LEARN Strategy
Lesson 7 Pre-/Post-Test
Pages 82, 84, and 86

Directions:

- Read each article.
- Make note cards of important information from each article.
- **Turn in** note cards for a test grade. (See grading sheet for point values.)
- **Study** note cards and **take test** next day for another test grade.

The note cards count as one test grade, and the written test counts as another test grade.

Developed by Bonita Cox, Sanford, North Carolina

LEARN Strategy
Grading for Cards for Lesson 7 Pre-/Post-Test
Pages 82, 84, and 86

Spelling	Designated words and all answers @ 1/4 each	25
Memory Device	Appropriate @ 3 each	21
Front Items	All items correct on front of card @ 1/2 each	18
Device	Device listed correctly on back @ 1 point each word	7
Back Items	All information correct @ 1/2 each	29
	Total Points **100**	

Points for Test on Pages 82, 84, and 86

Words on test	64
Spelling of all items @ 1/2 each	32
Coaching for remembering	4
Total Points **100**	

LEARN Strategy

Part 1: Pre-/Post-test Lesson 7
Pages 82, 84, and 86

Directions: Turn in part 1 of written test to **get** part 2. Written test counts as one test grade. Write the answers to the following on this paper.

1. According to the article, foods that help the body grow and repair injuries include:
   a.
   b.
   c.

2. According to the article, foods which help protect the body from infections include:
   a.
   b.
   c.

3. According to the article, the six classes of nutrients are:
   a.
   b.
   c.
   d.
   e.
   f.

4. According to the article, bats can live in:
   a.
   b.
   c.
   d.
   e.

5. According to the article, what are four reasons bats are having trouble surviving?
   a.
   b.
   c.
   d.

6. According to the article, five reasons trees are important are:
   a.
   b.
   c.
   d.
   e.

7. According to the article, what are three ways you can help the environment?
   a.
   b.
   c.

Developed by Bonita Cox, Sanford, North Carolina

LEARN Strategy
Part 2: Pre-/Post-test Lesson 7
Pages 82, 84, and 86

Directions: Write the answers to the following on this paper. Written test counts as one test grade.

8.   Eggs, meat, and nuts are foods that help the body __a.__ and __b.__.
a.
b.

9.   Tomatoes, potatoes, and orange juice help protect the body from
a.

10.   Proteins, carbohydrates, fats, vitamins, minerals, and water are the six __a.__ of __b.__.
a.
b.

11.   Hollow trees, caves, deserted mines, bridges, and empty buildings are places where bats
a.

12.   They are being killed by people, their caves are being disturbed or destroyed, mines are being sealed so they can't get in, and they are losing many of their natural homes as forests are being destroyed are reasons why bats have trouble
a.

13.   They supply paper, they supply wood, they provide homes for birds and other animals, they protect us from the hot sun and cold winds, and they supply oxygen for the air we breathe are five __a.__ __b.__ are __c.__.
a.
b.
c.

14.   Reducing the amount of garbage you produce, reusing what you can, and recycling what is no longer useful are three ways to help the
a.

Developed by Bonita Cox, Sanford, North Carolina

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