The Strategy of Teaching Students Self-Advocacy

Presented on Thursday, October 16, 2014 by:
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Our Time Together:

• Who Are We?
• Topic Rationale
• Issues Associated w/Students
• Student Narrative
• Strategies
• Questions & Answers
• Personal Interest of the Presenters
  – Valerie & Self-Advocacy
  – Aaron & Student Need

• Staff and Faculty Lens
  – Practitioner and Faculty Preparation
    (Burkard, Cole, Ott, and Stoflet (2005) and Reynolds, 2011)

• Institutional Lens
  – Equipping students to tell their story with dignity
    (Museus & Jayakumar, 2012)

• Student Lens
  – Sandford’s Challenge and Support Theory
    (Evans, Forney, Guido, Patton, & Renn, 2010)
Self-Advocacy Characteristics

- **Self-awareness**
  - Interests, Strengths & Preferences
  - Goals & Dreams
  - Support needs
  - Accommodation needs
  - Characteristics of one's disability
  - Responsibilities

- **Knowledge of Rights**
  - Personal rights
  - Community rights
  - Human service rights
  - Consumer rights
  - Educational rights
  - Steps to advocate for change
  - Knowledge of resources

- **Communication**
  - Assertiveness
  - Negotiation
  - Body Language
  - Use of assistive technology
  - Listening
  - Compromise

- **Leadership**
  - Knowledge of group's rights
  - Advocating for others or for causes
  - Knowledge of resources
  - Organizational participation

New Community Opportunities Center at ILRU - Independent Living Research Utilization
Issues Associated w/Students

- Isolating and alienating campus culture
  (Flowers & Shuford, 2011)

- Self-esteem and racialized environments
  (American Psychiatric Association, 2006)

- From development of identity to Interdependence
  (McEwen, Roper, Bryant, and Langa, 1990)

- Confusion about racial/post-racial society
  (Pope, Reynolds, & Mueller, 2004)

- Higher Order Thinking Skills
Higher Order Thinking Skills

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Issues Associated w/Students
Contributing Student Characteristics

- Inadequate preparation for college
- Low motivation
- Poor study skills
- Lack of direction
- Lack of life skills

Aaron Pelloquin

- My ability to self-advocate
- What I see in my peers
- Unanswered questions
7 Elements of Negotiation

1. Interests (who wants what / meeting the interest of the parties)
2. Options (identifying the full range the possibilities on which the parties might conceivable reach agreement)
3. Alternatives (Best Alternative to a Negotiated Agreement)
4. Legitimacy (each party must consider it to be fair as measured by some external benchmark)
5. Communication (agreement reached without waste of time or effort)
6. Relationship (work well together and ability to deal well with differences)
7. Commitment (oral or written statements about what a party will and won’t do)

Negotiation Analysis/Strategies
Harvard Business School (Dr. Michael Wheeler, 2000)

1. BATNAs: What will the respective parties do if they don’t come to agreement?
2. Parties: Who are the real parties in the negotiation?
3. Interests: What are the fundamental needs and priorities?
4. Value: How can value be created and who is likely to get it?
5. Barriers: What obstacles might prevent agreement (or Maximization of joint value) and how can they be overcome?
6. Power: How can the various parties influence the negotiation process and its outcome?
7. Ethics: What is the right thing to do?
The Process

Preparing the Student

Sending the Student to Interact/Engage

Processing the Experience
Preparing the Student

Preparing for the Meeting

- Determine the best person to speak to about the concerns.
- Have the student list the concerns on paper for them to use during the meeting.
- Identify which, if any, university policies are associated with the concerns.
- Talk the student through determining what the ideal solution is.
- Talk the student through determining what conclusion is acceptable if the ideal solution is not possible.
- Practice asking respectful questions to the faculty or staff member about said situation and to clarify misunderstandings.
- Talk the student through developing a brief opening statement that articulates both factual and emotional concerns.
- Talk the student through developing a brief closing statement that reiterates conclusions established during the meeting.
- Set an appointment with the student to process the situation after they meet with their instructor/staff member.
4 Steps
Students Interacting with Faculty/Staff

STEP 1: Preparation
• Decipher what the legitimate issue is – not to be confused with the hurt feelings, etc…
• Determine what your desired end result is.
• Determine what you are willing to accept in place of your desired result “plan b”.
• Consider what action, behavior, or attitude you are willing to take in order to achieve your end result.
• Think about who it is that you are approaching & Anticipate the questions that person may ask – determine answers that will be considered acceptable to them.

STEP 2: The Approach
• Set a special meeting/interaction to discuss your issue.
• State what your desired result is - Identify your needs as well as the root of the problem. Ask for a specific result/solution/change in action that will enable you to move past the conflict.
• State what action, behavior, or attitude you are willing to commit to.
• Listen carefully to their reply.
• Answer any questions directly and without involving emotional responses.
STEP 3: The Counter Approach

• If the person is not accepting your desired result use your “plan b” options as an alternative.
• Present the results that you are willing to accept in place of your desired result as your willingness to be flexible.
• Negotiate a solution. Share expectations, take turns, and encourage communication. This step enables the other person(s) to avoid feelings of guilt by being given the opportunity to change the next situation.

STEP 4: The Conclusion

• Whatever is decided pertaining to the issue, be sure to reiterate the conclusion back to the person and have them agree to it to ensure that there is no misunderstanding.
Questions & Answers

Do you see it as your responsibility to help students learn to advocate for themselves?
References


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