



Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School

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ASHTAVAKRA JOURNAL CLUB

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Topic- Self Advocacy for Adults with Disabilities

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ABSTRACT

Objective: The goal of self-advocacy is to equip people with knowledge to make informed, authentic decisions, and to empower them to make those decisions.

Methods: Be Self-Aware. In order to advocate for yourself, you need to know yourself, including your disability. ...

- Self-Advocacy Skill #1: Believe in your human rights.
- Self-Advocacy Skill #2: Don't settle for less.
- Self-Advocacy Skill #3: Find your advocacy style.
- Self-Advocacy Skill #4 Do your research.
- Self-Advocacy Skill #5: Be polite, clear, and direct.
- Self-Advocacy Skill #6: Communicate in writing or record everything.
- Self-Advocacy Skill #7: Be the squeaky wheel.
- Self-Advocacy Skill #8: If you are denied the services you need, appeal.
- Self-Advocacy Skill #9: Use the carrot-and-stick method.
- Self-Advocacy Skill #10: Practice self-care.

Results: Equipped with a deeper understanding of the aspects of self-advocacy for adults with developmental disability. It is “a structural change in the way we see ourselves and our relationships” (Mezirow, 1978: 100). Perspective, perception and self-perspective are entwined and malleable. As well, research suggests that self-advocacy for adults with developmental disabilities impacts, not only adults with developmental disabilities, but their families and support staff (Caldwell, 2010). Ultimately, self-advocacy for adults with developmental disabilities impacts communities, including the academic community, boards or advisory bodies and the communities they represent, and local communities through projects and initiatives .

Conclusion: To conclude, developing the skills of choice-making, goal setting, leadership and problem solving and are a means of developing self-advocacy skills within the individual planning meeting process. The skills that students require to self-advocate within this planning process include understanding their own strengths and weaknesses, knowing each person at the individual planning meeting, what their role is and how they can support the student to get to where they want to be as well as determining long term goals and how to get there through micro steps. All teachers of students with disability should incorporate self-advocacy skills into each individual learning plan.

Keywords: identity development, fundamental, intellectual disability; self advocacy; toolkit, developmental disabilities, transformational learning

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