

Workstream 2D.1

Think right feel good
A self-advocacy workshop for young people

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Preface



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- Surrey, Physical & Sensory Support Service
- Young People with Sensory Impairments from Kent, London and Surrey

2. Introduction

The purpose of the *Think right feel good self-advocacy workshop* is to support young people with sensory impairment in developing self-advocacy skills.

The overall objectives of the workshop are:

- To enable young people to explain their sensory impairment and needs in differing situations so that they are able to describe confidently their impairment and the impact on accessing learning.
- To enable young people with sensory impairments to constructively challenge unfairness, whether intentional or unintentional.
- To enable young people with sensory impairments to constructively challenge decision makers; parents, carers, and/or teachers, so that they are able to be included in the decision-making process and direct the use of support

The primary role of the workshop leaders is that of facilitation rather than instruction and provision of advice.

The workshop is not intended to address specific issues linked with an individual's unique situation in the home or school, and it is advised that this intention should be covered when establishing the ground rules at the start of the first session to avoid diversions from the programme.

Care has been taken to develop non-threatening workshop activities but, by the very nature of discussing issues that also involve self-esteem, there is always the possibility that an emotive or sensitive issue may be triggered with a young person. It will therefore be important to reassure the young people at the outset that it is perfectly acceptable for them to opt out of an activity if they wish. It will also be appropriate for the facilitators to establish contingency plans beforehand to provide support in the event of a young person becoming upset. Facilitators will need to emphasise throughout the workshop that there are no right nor wrong answers.

Note: [Appendix 6a: Scenarios Master Version for Facilitators](#) is intended to be guidance; it is not intended to be prescriptive.

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3. What is self-advocacy?

Self-advocacy is the ability to speak up for what you need and to be able to communicate that to other people.

Young people with sensory impairments are entitled have a say in their education and in what they want to do when they leave school. They need to be able to communicate their needs and wishes to those around them, family, teachers and friends.

Sometimes it can be hard for young people to speak up for themselves, they may not know how to go about it.

Sometimes what they want is not listened to, or is even ignored, but young people have the right to have a say in decisions that are being made about them or that might affect them.

4. Why is self-advocacy important?

The voice of children, young people and their parents/carers are at the centre of Children and Families Act 2014.¹ It is clearly set out in the principles in Section 19 of the Act.

This means that children, young people and their families should be involved in decision making at both an individual and a strategic level of the system. However, respect should be given to what young people believe, want and need which may not necessarily be the same aspirations as those expressed by their families or teachers.

Self-advocacy is important so that young people have the knowledge needed to succeed and are given the chance to be involved in decisions that are being made about *their* lives.

However, self-advocacy does not mean 'doing it all yourself' without the help of others.

No one is born knowing how to be their own self-advocate. It is a learned skill. You can find out more about it by observing someone who is a good advocate (a parent, aunt, uncle, or teacher). What is the tone of their voice? How do they stand? Do they make eye contact?

However, if you have a sensory impairment, learning through observation, by watching and listening to those around you, is not so easy.

The aim of the scenario work in the sessions is to get the young people to explore:

- How they felt
- What could be said at the time
- Is there more than one way of handling a situation?
- With time to reflect how they would answer, could this be developed into a "rehearsed answer"? Suggest rehearsing with friends or family members, focusing on positive solutions and the benefits of being open and friendly.

The young people taking part in this workshop need to understand what is meant by the term 'self-advocacy'. See [Appendix 2](#): What does it mean to advocate for yourself?

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¹ <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

5. Self-Advocacy Workshop: Session Plan

Date:

Facilitators:

Overview and Purpose: - Rehearsing answers to enable the young person to speak up confidently for themselves

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given weight according to the age, maturity and capability of the child.

Articles 12 and 13, The United Nations Convention on the Rights of the Child²

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals leading fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Para 6.1, Special Educational Needs and Disability Code of Practice³

The needs of the individual child and young person should sit at the heart of the assessment and planning process. Planning should start with the individual and local authorities must have regard to the views, wishes and feelings of the child, child's parent or young person, their aspirations, the outcomes they wish to seek and the support they need to achieve them.

Para 9.21, Special Educational Needs and Disability Code of Practice

After compulsory school age (the end of the academic year in which they turn 16) the right to make requests and decisions under the Children and Families Act 2014 applies to young people directly, rather than to their parents. Parents, or other family members, can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so.

SEND: Guide for further education providers⁴

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² http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_PRESS200910web.pdf

³ <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

⁴ <https://www.gov.uk/government/publications/send-guide-for-further-education-providers>

Suggested Time Allocation	Workshop Guidance	Resources	Additional Notes
5 minutes	<p>General Introduction</p> <ul style="list-style-type: none"> • Welcome the young people to the workshop • Introduce facilitators and any others who will be supporting with the session. • Outline the purpose of the workshop ie to look at self-advocacy; what is meant by this and then to look at what can be done to support self-advocacy. • Outline in general terms what the young people will be doing. • Discuss refreshment/comfort breaks arrangements and any safety instructions 	<p>Flip Chart/white board and black marker pens</p> <p>See Preface and Appendix 2: What does it mean?</p>	<ul style="list-style-type: none"> • These sessions will need several facilitators as some young people may need one-to-one support if they find this session difficult. • Be aware of the needs of the group; use appropriate formats or amanuensis/interpreter as required.
10 minutes	<p>Ground Rules:</p> <ul style="list-style-type: none"> • Ask young people what group ground rules (Appendix 1) they would find useful so that the session is successful for everyone in the group etc. • Agree an auditory/visual prompt for “stop talking please”. • Discuss need for confidentiality. 	<p>See Appendix 1: Ground Rules</p> <p>Flip Chart/white board and black marker pens</p>	<ul style="list-style-type: none"> • Agree the 3 most important ground rules for the group; facilitator to record for future prompts. • Record ground rules on flip chart <p>Facilitators will have to remind those young people without useful sight what has gone up on the board by reading out loud at suitable points throughout the workshop.</p>

Suggested Time Allocation	Workshop Guidance	Resources	Additional Notes
10 minutes	<p>Peer Introduction/ Ice Breaker</p> <p>Line up:</p> <p>Ask the group to stand in a line.</p> <p>Ask the group to form a new line in order of:</p> <ul style="list-style-type: none"> • First name A-Z • Last name A-Z • Height, from shortest to tallest. • Birthdays, from January through to December. • Shoe size, from smallest to largest. 		<p>The group will have to work out how they will communicate with each other and how they will include each other</p> <p>Timing is important. Don't flog them to death - use only 2 or 3 icebreakers. Finish each icebreaker while the young people are still enjoying it.</p>

Suggested Time Allocation	Workshop Guidance	Resources	Additional Notes
10 minutes	<p><u>Explaining Self-Advocacy</u></p> <p>Facilitator to ask the group if anyone can explain what they think is meant by the term self-advocacy - Appendix 2: What does it mean?</p> <p>Record responses on a flipchart.</p> <p>Discuss responses made and if necessary steer the discussion towards agreed definition/understanding of self-advocacy i.e. Self-advocacy is the ability to speak up for what you need and to be able to communicate that to other people.</p> <p>Two of the hardest things for young people with disabilities to do are:</p> <ul style="list-style-type: none"> • talk about their disability • Identify their strengths <p>Ask the group to rate where they are re the above by completing 'All about me' questionnaire (Appendix 3)</p>	<p>Flip Chart/white board and black marker pens</p> <p>See Preface and Appendix 2: What does it mean?</p> <p>Appendix 3: All about me questionnaire</p> <p>Availability of alternative formats</p>	<ul style="list-style-type: none"> • Facilitators will have to remind those young people without useful sight what has gone up on the board by reading out loud at suitable points throughout the workshop. • Consider how young people using braille are to record answers to questionnaire. • Be aware of the needs of the group; use appropriate formats or amanuensis/interpreter as required.

Suggested Time Allocation	Workshop Guidance	Resources	Additional Notes
25 minutes	<p>Scenarios - Introduction</p> <p>Ask for feedback from questionnaires (brief)</p> <p>Inform the group of what some young people have previously said about standing up for themselves: examples in Appendix 4: Speaking Up for Myself.</p> <p>Facilitator to ask the group why they think self-advocacy is important – link into questionnaire feedback – facilitators to draw out:</p> <ul style="list-style-type: none"> • How confident do we feel about speaking up for ourselves i.e. what sort of situation is easy? • What makes it difficult for us? • How do we speak up? <p>Difference between being assertive and being aggressive.</p> <p>There are always choices and you need to reflect on any choice made:</p> <ul style="list-style-type: none"> • Did it lead to the result you wanted? • Would other strategies have worked better? • What can you do next time? <p>Simple example:</p> <p>James forgets the key to his locker. His course work that he needs for the next lesson is in his locker.</p> <p>What does he do?</p> <p>James kicks his locker in annoyance and ends up with a detention from a passing teacher.</p>	<p>Flip Chart/white board and black marker pens</p> <p>See Preface and Appendix 2</p> <p>Appendix 4: Speaking Up for Myself.</p> <p>Appendix 5: Copies of 'Self-Advocacy Checklist'</p> <p>Availability of alternative formats</p> <p>Appendix 6a – Master, and Appendix 6b – Young Persons' copy - under the following headings:</p> <p>Experience - Feelings - Thinking - Action</p>	<ul style="list-style-type: none"> • Be aware of the needs of the group; use appropriate formats or amanuensis/interpreter as required. • Facilitators to emphasise there are no wrong answers in discussion. • Lead onto situations following in from questionnaire and their discussion to scenarios – discussion to be in pairs/threes of just one group depending on number of attendees • Explained in Appendix 6a – Master, and Appendix 6b – Young People copy
Think right feel good – Self	<p>advocacy workshop – March 2016 – vP1</p> <p>Think about his choice:</p> <ul style="list-style-type: none"> • Did it lead to the result he wanted? • Would other strategies have worked better? 		

Suggested Time Allocation	Workshop Guidance	Resources	Additional Notes
10 minutes	BREAK	BREAK	BREAK
20 minutes	<p>Speaking Up for Myself – Part 1</p> <p>The Facilitator to explain that the next two activities will involve different situations or scenarios that will explore everyday strategies for promoting self-advocacy.</p> <p>Introduce one scenario. Talk through as a group what their responses would be.</p> <p>Read through a number of scenarios and then ask the young people to take two cards per pair.</p> <p>In their pairs talk about how they would feel in this situation.</p>	<p>Appendix 6a – Master, and Appendix 6b – Young Persons’ copy</p> <p>Availability of alternative formats</p> <p>Scenario cards</p>	<ul style="list-style-type: none"> • Be aware of the needs of the group; use appropriate formats or amanuensis/interpreter as required. • Facilitator may need to support young people in identifying the various feelings they experience.
20 minutes	<p>Speaking Up for Myself – Part 2</p> <p>The Facilitator to explain that the next two activities will involve different scenarios that will explore everyday strategies for promoting self-advocacy.</p> <p>Each pair to swap cards. In their pairs talk about how they would feel in this situation.</p> <p>In the whole group report back what they discussed in their pairs.</p> <p>Discuss how many of the scenarios would have elicited frustration or anger from them – link into previous section re assertiveness vv anger – what makes them angry and how could they deal with it.</p>	<p>Appendix 6a – Master, and Appendix 6b – Young Persons’ copy</p> <p>Availability of alternative formats</p> <p>Scenario cards</p>	<ul style="list-style-type: none"> • Be aware of the needs of the group; use appropriate formats or amanuensis/interpreter as required. • Facilitator may need to support young people in identifying the various feelings they experience.

Suggested Time Allocation	Workshop Guidance	Resources	Additional Notes
10 minutes	<p>Plenary and Evaluation</p> <p>Closing discussion that includes some qualitative evaluation of the workshop. For example, ask what they have found most and least useful, what else might have been included, will they use any of the thinking in their daily lives etc.</p> <p>Remind young people of Appendix 5: SA Checklist and to use as an aide-memoir in future to remind themselves to make sure they practice self-advocacy.</p> <p>Young people evaluations (anonymous) Appendix 7</p> <p>Facilitator to thank all for their participation</p>	<p>Evaluation Forms - availability of alternative formats</p> <p>Appendix 5: SA Checklist</p> <p>Appendix 7: Evaluation Form</p>	<ul style="list-style-type: none"> • Be aware of the needs of the group; use appropriate formats or amanuensis/interpreter as required. • Young people to leave evaluations in box on leaving

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Appendix 1: Ground rules

Ground rules need to be established at the beginning of the session in agreement with the young people taking part so they can take ownership of how to behave and how to be mindful of the opinions of others where they may differ.

The best way to create ground rules, if there is the time, is to allow the participants to generate the entire list. Ask them to think about what they, as individuals, need to ensure a safe environment to discuss difficult and controversial issues. If the participants are having difficulty coming up with ground rules, or if they do not come up with a particular ground rule you feel is important to the success of your facilitation, try to prompt them towards it. If they still do not mention it, you can add it to the list and ask them to consider its inclusion.

One of the ground rules should be that all those attending the workshop take responsibility for their own communication throughout the duration of the workshop. This includes discussing and thinking about their own communication modes and asking if they do not understand something.

The following are further examples:

1. Start and finish on time
2. Be open and honest
3. Share responsibility for meeting objectives
4. Strive for consensus decisions
5. Make discussion constructive
6. One person speaks at a time; no side conversations
7. Confidentiality i.e. anything said within the group is confidential to the group. In particular, nothing may be repeated or used outside of the group that could be attributed to, or disadvantage, an individual.
8. Respect the opinions of opinions
9. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words
10. Switch off any mobile devices

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Appendix 2: What does it mean to advocate for yourself?

Being your own advocate means that you ask for what you need whilst respecting the needs of others. Self-advocacy is asking for what you need in a direct, respectful manner. Self-advocacy is speaking up about what you need or want even if you feel afraid or shy.

Why is this skill important?

Self-advocacy helps you:

- Obtain what you need
- Make your own choices
- Learn to say no without feeling guilty
- Express disagreement respectfully

How to Advocate for Yourself

You become a self-advocate by taking the initiative to ask directly and specifically for what you need. When you ask, you are polite. You listen to the other person's response without interrupting. You are patient, knowing that change might take some time. If you feel nothing is changing despite your best attempts, you ask for help from a parent, teacher, or other adult.

Here are a few ideas to help you advocate for yourself. You may want to practise them with a friend or family member.

1. **Take a deep breath.**

Deep breathing gives your body lots of oxygen, and oxygen helps you feel calmer and think more clearly.

2. **Think about what just happened.**

Before you react to something someone said or did, think about it a bit. Ask yourself questions such as: 'Did that person really mean to bump into me, or was it just an accident?' or 'Is the shop assistant really ignoring me or is she just very busy? Maybe I need to be more patient.'

3. **Think about what you want to be different.**

Before you talk to the other person, make sure you know what you want to happen. Do you want to be treated differently? Do you want that person to stop doing something?

4. **Communicate clearly and slowly.**

Start with something like, 'I would like to discuss something with you...' and then calmly describe how you see the situation.

5. **Let the other person express their opinion.**

Being a self-advocate doesn't mean that only you communicate what you want. The other person needs a chance to respond to what you feel. If that person becomes impatient, try to stay calm and take a deep breath.

6. **Don't expect immediate results.**

Change is not always instant or lasting. Sometimes it takes many conversations with the other person before anything changes. You may even have to remind the person more than once.

7. **Ask someone to help.**

There may be times when you and the other person cannot agree or the other person becomes unreasonable. One of the best parts of being your own advocate is that you don't have to solve all the problems on your own. You can and should ask for help. Asking for help is also advocating for yourself.

8 **Understand your disability.**

In many school and job situations you may need to take the responsibility for explaining your needs based on your disability to others. Practice speaking openly about your needs and strengths with your family and friends. This will make it easier in new situations and with people who don't know you.

When to Advocate for Yourself.

You may need to advocate for yourself in many situations.

In this workshop we are going to look at some scenarios where the person involved needs to make sure their voice is heard. But how are they going to do that? How are they going to speak up for themselves and communicate their needs?

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Appendix 3: All about me

A) List 3 things you are good at when you are at school.

- 1. _____
- 2. _____
- 3. _____

B) List 3 things you need support with when you are at school.

- 1. _____
- 2. _____
- 3. _____

C) List 3 things you are good at when you are somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

D) List 3 things you need support with when you are somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

E) What I want to do when I leave school

F) I can explain to others how my sensory impairment impacts on my school work.

- a. Yes
- . I think so
- c. Not sure
- d. No

- G) I am comfortable explaining my sensory impairment to people in my school, eg a supply teacher
- e. Yes
 - f. I think so
 - g. Not sure
 - h. No
- H) I am comfortable explaining my sensory impairment to people I don't know, eg when in a shop
- i. Yes
 - j. I think so
 - k. Not sure
 - l. No
- I) I can talk about what I want to do when I leave school
- m. Yes
 - n. I think so
 - o. Not sure
 - p. No

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Appendix 4: Speaking up for myself

The following are extracts from young people (aged between 12yrs and 25yrs) talking about speaking up for themselves.

1. 'You owe it to yourself to speak up. It's not easy to do that. Did anyone tell you having a disability is easy? Tell me who, and I will tell them it is not easy.'
2. 'Just get over it and do it. My support teacher made me talk to all my other teachers last year. I thought I would die. But this year I just did it and got it over with. And it was a little easier this time.'
3. 'My best advice for becoming a self-advocate? It is so hard to talk about your disability. I still get embarrassed. But you get a little more used to it. Friends are the hardest. If you can tell your friends, you can tell anybody.'
4. 'I'm the only one in my family who is deaf, and sometimes there are still conversations that happen that I miss out on. So I ask what's going on, and I have to ask to be included. But I'm not upset about it. That's just the way it is.'
5. 'The other thing is self-advocacy. I have met people with visual impairments and they don't know what is happening to them. It is important to teach people about their condition. When you go to a job interview, you can say, 'I have a visual impairment but this is how I see. I can use Zoom Text or Jaws.' For me, self-advocacy is a big thing.'
6. 'It is about empowering a person so they know what is going on and building their confidence up. I found it impossible to be confident as a young person if I wasn't included in the process. At age 14, I had to say my mother, because we didn't have a lot of income, you can't keep coming to the hospital with me because we can't afford to pay the bills and all of the other strains that come with life. I started to go into appointments and asking questions: 'What is this surgery?' They would always talk in gibberish with acronyms, it meant nothing to me. No - break that down. Tell me what it is. If I come up here and I'm none the wiser, how can I relate that to the person down the road and know what is best for me? We should all keep what we're doing today and keep talking. Let's keep moving forward and trying to create a positive atmosphere and a positive way to keep communicating and figuring out what is best for everybody.'
7. 'Be prepared for things not working out as you expected. Life will get more rewarding as you make and live out the reality of your own choices, and it will also be more challenging. Always keep in mind how you can contribute and what value you can add to whatever you do, so that you can seek the support you need with confidence and not feel embarrassed or apologetic for the things that are more difficult. Keep in mind that when people say and do the wrong things, it is usually because they don't know, and learn how to explain things and put people at ease. Get advice from people who've done the things you want to do if you can. Remember that nothing is achieved without hard work. Learning how to appear confident is the start of becoming confident.'
8. 'The thing that surprised me the most when I left school was how limited people's understanding of sensory impairment was. Whenever I start at somewhere new, I always assume that people know nothing and work forwards, rather than assume that they know everything and work backwards. I assumed that the latter approach would be the best one when I first left school. But I now realise that I was wrong.'
9. 'If people ask about my deafness I generally keep things light-hearted, rather than rambling off on a list of things that I find hard. If someone says, 'What's it like to be deaf?', I'd be like, 'What's it like to be hearing?', that way it's equally difficult for them to say what it's like, plus it usually makes them laugh. I'm definitely open to answering questions; I think it's good for people to gain more understanding of deafness, and those who are brave enough to ask deserve a good answer!'
10. 'Having a sensory impairment is not negative; it's just different.'

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Appendix 5: Self-advocacy checklist

Self-advocacy checklist	Almost always	Sometimes	Never
I know and can explain my strengths to others			
I know and can explain my disability to others			
I can ask for support when I need it			
At school, they listen to me when I talk about what I want or need			
At home, my parents listen to me when I talk about what I want or need			
I attend my IEP/Review meetings			
I give my opinion in my IEP/Review meetings			
I am confident in the choices I have made			

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Appendix 6a: Scenarios master version for facilitators

What would you do?

EXPERIENCE: Scenario
FEELINGS: How did you feel? Initial reaction?
THINKING: Can you think calmly about the situation? Can you think how you could move things forward? How could you manage or resolve the situation? Do you need to involve anyone else? Could anything have been done earlier to avoid the situation?
ACTION: What follow-up steps could be taken and by whom? Is there more than one way of dealing with the situation? Are there other similar situations that you could find yourself in?

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Self-advocacy: Scenario 1 - Generic

EXPERIENCE:

John arrives 10 minutes late to a lesson. The supply teacher gives him a detention for being late. John tries to explain that he was late due to his sensory needs but the supply teacher interrupts him saying that he doesn't want to hear any excuses and that as a Year 9 student he should be better organised. John tries to explain again but the teacher threatens to add another detention to the one already given if he doesn't sit down and get on with his work.

FEELINGS:

angry>foolish>inadequate>anxious>insecure>unhappy>embarrassed

tearful>hurt>isolated>humiliated>scared>tense>ashamed>envious

happy>proud>confident>determined>pleased>

motivated>eager>satisfied>hopeful>independent

THINKING:

How do you think John felt? Why did he react the way he did?

Did he have every right to yell at the teacher and throw a tantrum? What are appropriate ways that John could have advocated for his rights, even when very angry?

If John still wasn't listened to what could he do next?

ACTION:

John could wait till the end of the lesson and ask to speak to the teacher and then calmly explain why he was late.

John needs to explain his impairment and how it affects his moving around the school and his learning.

He could discuss with his form tutor/specialist teacher (ATVI/ToD) support what steps could be taken to make supply teachers and other school staff aware of pupils with sensory impairments in the school.

John needs to understand that keeping his cool and remaining calm in any type of dispute is likely to better serve his own interests.

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Self-advocacy: Scenario 2 - Generic

EXPERIENCE:

Mary is in Year 9 and she has a teaching assistant (TA) who supports her sensory impairment needs in most lessons. At the end of each class, the TA singles Mary out and in front of her classmates asks her if she's okay and if she's understood the lesson. Mary feels that she is being treated like a kid and 'talked down' to. She really wishes the TA would leave her alone.

FEELINGS:

angry>foolish>inadequate>anxious>insecure>unhappy>embarrassed

tearful>hurt>isolated>humiliated>scared>tense>ashamed>envious

happy>proud>confident>determined>pleased>

motivated>eager>satisfied>hopeful>independent

THINKING:

Why do you think Mary feels as she does? Is she over-reacting to the TA's concern? How do you think she would like to be treated?

Why do you think the TA acts as s/he does?

Is there anything Mary could do about the situation?

Are there others who can behave like this? Friends? Relatives? Parents?

Should your wishes re more independent learning be included in your IEP targets/outcomes?

ACTION:

There is always a risk that the supporting adult always 'talks down' to a pupil. How could Mary approach her TA without coming across as demanding or disrespectful?

Could Mary tell the TA she appreciates her concern, but she would prefer the TA to speak with her quietly, only when she has a concern?

Mary could explain that she appreciates her support but now she wants to be more independent in her learning.

Mary could ask for advice from her ATVI/ToD, parents or her form teacher.

Most adults are simply afraid that you will fail without their support. Mary needs to try to reassure them that she is growing up and needs to be more independent and she's going to be fine; she will still need their support for somethings (such as?), but not for everything.

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Self-advocacy: Scenario 3 - VI

EXPERIENCE:

Kim has been having long-cane training since she was 7 years old. She is now 13 years old and wants to go into town at the weekend with her friends on the bus. However, Kim's parents have refused to let her do this and insist on dropping her off and picking her up.

FEELINGS:

angry>foolish>inadequate>anxious>insecure>unhappy>embarrassed
tearful>hurt>isolated>humiliated>scared>tense>ashamed>envious
happy>proud>confident>determined>pleased>
motivated>eager>satisfied>hopeful>independent

THINKING:

Why do you think Kim's parents are reluctant to allow Kim to travel with her friends on the bus?
What do you think her parents are worried about?
Do you think Kim's parents are over-reacting?
Do you think there are any risks for Kim in travelling with her friends?
How do you think Kim feels about the situation?
Is there anyone Kim could speak with to support her in explaining how she feels?

ACTION:

Parents are by nature protective.
Kim could ask her mobility officer if one or both of her parents could observe her during a mobility lesson so they could see how skilled she is at travelling on public transport.
Has she explained her impairment to her friends? Have they had sighted guiding training?
Are there other families in a similar situation that her parents could speak with to allay their fears.
Who else could Kim ask for support?

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Self-advocacy: Scenario 4 – VI

EXPERIENCE:

Sardar's teachers and his parents have decided that because he has time out from the school day for mobility and Braille lessons, he should take fewer GCSE options. They have decided it would be best if he were to drop geography, because they feel it is a difficult subject to study when you are sensory impaired and a second MFL so that he won't have to learn an additional Braille code. Sardar actually finds learning languages interesting and wants to study German as a second MFL; he wants to study MFL at A level.

FEELINGS:

angry>foolish>inadequate>anxious>insecure>unhappy>embarrassed

tearful>hurt>isolated>humiliated>scared>tense>ashamed>envious

happy>proud>confident>determined>pleased>

motivated>eager>satisfied>hopeful>independent

THINKING:

Do you think Sardar is being included in the decisions about his learning? How do you think Sardar is feeling about this?

Sardar's GCSE options had been discussed without his knowledge. Should this have happened? Why do you think the school and his parents want him to take a reduced number of GCSEs? How can Sardar explain how he feels?

How can Sardar explain positively the reasons he wants to study MFL?

ACTION

Young people are entitled to be present at their IEP and/or Review meetings and to say what their wishes and needs are at such meetings. If Sardar is not used to doing this how is he going speak up at such meetings?

Somehow Sardar needs to say that whilst he appreciates the time issue with his studying, he wants his wishes to be taken into account. Who can he ask to say he wants to be heard? Is there anyone Sardar can ask to support him in his wishes? His ATVI? Another teacher in the school? A relative?

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Self-advocacy: Scenario 5 - VI

EXPERIENCE:

Vijay is 16. At school some of his school mates are talking about learning to drive as soon as they are 17 and now it seems to be the only topic they all seem to think about it. Vijay has known that he will never be able to drive since primary school and has long accepted the fact. However Vijay's friends keep going on and on about how sorry they feel for him and how they couldn't imagine what life would be like never being able to drive and always having to depend on parents for lifts.

FEELINGS:

angry>foolish>inadequate>anxious>insecure>unhappy>embarrassed
tearful>hurt>isolated>humiliated>scared>tense>ashamed>envious
happy>proud>confident>determined>pleased>
motivated>eager>satisfied>hopeful>independent

THINKING:

How do you think Vijay feels about the situation? Will he be the only one who may not be able to drive? Is there anything he can do about the situation?

Vijay felt he was the only person he knew who wasn't learning to drive but there would have been others of course. Deep down he was probably very disappointed and hadn't really dwelt on it too much even though he would have liked to have been lucky enough to experience driving. He probably now feels that that this is setting him apart from his mates.

ACTION

Could Vijay talk to his friends or family about the frustrations of not being able to drive? They may not be aware of such feelings and how it makes him feel.

There's no easy way round this and as Vijay cannot change this situation perhaps it would help to look for the positives. When Vijay goes with friends for a drink in a couple of years, he will never be the designated driver. Cars are expensive to run and what others spend on upkeep, insurance and petrol, Vijay could spend on a holiday or something else.

Vijay won't have to always have lifts from his parents, friends could do that and Vijay could help by chipping in with petrol costs, something they might be pleased with.

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Self-advocacy: Scenario 6 - VI

EXPERIENCE:

Ross has no central vision but has some useful peripheral vision. He was waiting at the bus stop for the bus home and catching up on emails on his iPhone. With the in-built zoom function he was able to magnify the text to a size that he can see, but he still has to hold the phone against his nose to read it. Two lads from his year group at school walking by noticed him; they started laughing. Ross heard one of them say 'Should have gone to Specsavers!' Ross could feel his face going red and wanted to punch them but instead tried to ignore them by turning away from them.

FEELINGS:

angry>foolish>inadequate>anxious>insecure>unhappy>embarrassed

tearful>hurt>isolated>humiliated>scared>tense>ashamed>envious

happy>proud>confident>determined>pleased>

motivated>eager>satisfied>hopeful> independent

THINKING:

How do you think Ross was feeling? Do you think the action he took was the right one?

Should he have challenged the two boys about what they said? What do you think might have happened if he had done?

Does Ross just have to accept that these things happen?

Is there anyone Ross could speak with to support him?

ACTION

Ross could politely explain to them what offence they had caused. Did they realise how hard it was to do things like this and the struggle in trying to live a normal life and how they should be ashamed of laughing at someone who simply had to do things differently.

Is there another way Ross could take to deal with this sort of attitude?

It is really hard to be out there and look different and perhaps feel a bit ridiculous; Ross may find it helpful to find ways inside himself to deal with this, otherwise he risks giving up on living the life he wants and simply adheres to the stereotypes that people have about having a disability. Ross should be proud as it takes determination, a thick skin and in some cases courage in what sometimes may feel like a never ending battle, but he will gain strength from each time he does it. Who could support him with developing some strategies?

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Self-advocacy: Scenario 7 – HI

EXPERIENCE:

Tom is profoundly deaf and uses British Sign Language (BSL). He is 13 years old and wants to go into town on the bus at the weekend to meet up with his friends. However, his parents have refused to let him do this and insist on dropping him off and picking him up.

FEELINGS:

angry>foolish>inadequate>anxious>insecure>unhappy>embarrassed
tearful>hurt>isolated>humiliated>scared>tense>ashamed>envious
happy>proud>confident>determined>pleased>
motivated>eager>satisfied>hopeful>independent

THINKING:

Why do you think Tom's parents are reluctant to allow him to travel independently on the bus?
What do you think his parents are worried about?
Do you think Tom's parents are over-reacting?
Do you think there are any risks for Tom in doing this?
How do you think Tom feels about the situation?
What do they think will happen?

ACTION:

Tom could ask one or both of his parents to observe him using public transport so they can see how confident he is at travelling on public transport. He could show his parents that he's sensible and knows how to ask for help when out, e.g. using his mobile to text questions if he needs to communicate with anyone. Perhaps there are other families in a similar situation that his parents could speak with to allay their fears.

Who else could Tom ask for support?

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Self-advocacy: Scenario 8 – HI

EXPERIENCE:

Nita is profoundly deaf and uses BSL and lipreads. Her Year 10 EHCP Review is taking place next month. Nita wants to study A levels at the local FE College. Her teachers have recommended that it would be better for Nita to stay at school and do her A level studies in the school's 6th Form. Nita's parents, whilst wanting to support their daughter, are being influenced by the school's recommendation.

Nita wants to be able to put her view across at the forthcoming review but is a little anxious about being able to get her viewpoint across

FEELINGS:

angry>foolish>inadequate>anxious>insecure>unhappy>embarrassed

tearful>hurt>isolated>humiliated>scared>tense>ashamed>envious

happy>proud>confident>determined>pleased>

motivated>eager>satisfied>hopeful>independent

THINKING:

Why do you think Nita wants to leave school? How will studying at a FE College differ from studying at a school 6th form?

Why do you think the school and her parents are reluctant for Nita to go to the FE College?

How do you think Nita feels anxious about the situation?

What can Nita do to convince the school and her parents that she should be allowed to make her own choice?

ACTION

Nita is entitled to be present at all IEP and/or Review meetings and to say what her wishes and needs are at such meetings. If she is not used to doing this how is she going speak up at such meetings?

Is there anyone Nita can ask to support her in her wishes? Her ToD? A close friend? A sibling?

Would it be a good idea for Nita to discuss/practice her reasons for her choice with someone before the Review?

Could Nita suggest that she and her parents make several visits to the FE College, with the ToD in support? The College may be familiar with working with students with sensory impairments, but if not, would some Deaf awareness sessions for college staff and students help allay parental worries?

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Self-advocacy: Scenario 9 - HI

EXPERIENCE:

Zahara had a cochlear implant fitted when she was small. She adjusted well and her speech etc has flourished and she is doing well at school. Her parents decided the other side ought to be implanted and this was done when Zahara was in Year 10. However Zahara is finding wearing both implants difficult; the brain seems to be confused when interpreting sounds which results in extra concentration for her thus causing extreme tiredness so she has decided not to wear it. Zahara's parents are putting constant pressure on her to wear the second implant; this has led to some upsetting arguments at home and Zahara is beginning to fall behind with home and school work.

FEELINGS:

angry>foolish>inadequate>anxious>insecure>unhappy>embarrassed

tearful>hurt>isolated>humiliated>scared>tense>ashamed>envious

happy>proud>confident>determined>pleased>

motivated>eager>satisfied>hopeful>independent

THINKING:

As the first implant was so successful Zahara's parents have assumed the second would be too. It is quite common for people to think that cochlear implants are magic and that therefore the person will no longer be profoundly/ severely deaf without appreciating that cochlear implants are not always successful. Why are Zahara's parents pushing for her to wear the implant? Because they want to upset her and have rows or because they only want the best for her? Do you think Zahara enjoys the arguments and atmosphere at home? How is Zahara going to make her parents understand her point of view?

Is there anyone Zahara could speak with to support her in explaining how she feels?

ACTION

Arguments never solve anything! Compromise from both sides is a much better solution.

Zahara needs to try and explain how the second implant affects her and her listening; how it confuses her brain; how it impacts upon her levels of concentration and makes her feel so tired; she needs to be able to explain what support strategies work for her.

Zahara needs to explain that with the pressure and stress of her school work and impending GCSEs that she can't cope with wearing the second implant at the moment; perhaps she could compromise and be willing to give it another try when the exams are over and there is less pressure. Could Zahara discuss with her assigned Teacher of the Deaf (ToD), parents or her form teacher?

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Self-advocacy: Scenario 10 - HI

EXPERIENCE:

Hayley is 13 years old and wears hearing aids. She often misses what the teacher is saying in lessons and doesn't always hear what the other pupils in the lessons. Working in a group situation is difficult for her and she is often told off by teachers in lessons for talking when she shouldn't be or for being 'too loud'. This makes Hayley embarrassed and sometimes other pupils have made fun of her for talking so loudly; she thinks she's being picked on and it isn't fair!

FEELINGS:

angry>foolish>inadequate>anxious>insecure>unhappy>embarrassed
tearful>hurt>isolated>humiliated>scared>tense>ashamed>envious
happy>proud>confident>determined>pleased>
motivated>eager>satisfied>hopeful>independent

THINKING:

Why do you think Hayley feels things are unfair? Is she justified in feeling like this?

Why is Hayley talking so loudly and at the wrong times? Do you think Hayley wants to be the centre of attention like this?

While experiencing a situation like this might cause Hayley to feel both upset and angry, what are the appropriate ways that she could advocate for her rights, even when very upset?

What can Hayley do to change the dynamics in the classroom and the situation?

ACTION

Hayley could ask for advice from her assigned Teacher of the Deaf (ToD), parents or her form teacher. It would be a good idea for the ToD to do some HI awareness sessions with the school staff and pupils so there is an awareness of strategies for clear and effective communication. But Hayley needs to speak up for herself as well; she needs to tell her peers that they need to talk one at a time in a group situation and explain why; she needs to take responsibility for own communication needs.

She could wait till the end of lesson and explain to the teacher why she often talks loudly and that she needs to lip read to compensate for her hearing loss, so when the teacher walks round the room or turns away, she misses what is being said and so has to ask the pupil she's sitting next to – hence talking at the 'wrong time'.

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Appendix 6b: Scenarios for young people

What would you do?

<p>EXPERIENCE:</p> <p>Scenario</p>
<p>FEELINGS:</p> <p>How did you feel?</p> <p>Initial reaction?</p>
<p>THINKING:</p> <p>Can you think calmly about the situation?</p> <p>Can you think how you could move things forward?</p> <p>How could you manage or resolve the situation?</p> <p>Do you need to involve anyone else?</p> <p>Could anything have been done earlier to avoid the situation?</p>
<p>ACTION:</p> <p>What follow-up steps could be taken and by whom?</p> <p>Is there more than one way of dealing with the situation?</p>

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Self-advocacy: Scenario 1

EXPERIENCE:

John arrives 10 minutes late to a lesson. The supply teacher gives him a detention for being late. John tries to explain that he was late due to his sensory needs but the supply teacher interrupts him saying that he doesn't want to hear any excuses and that as a Year 9 student he should be better organised. John tries to explain again but the teacher threatens to add another detention to the one already given if he doesn't sit down and get on with his work.

FEELINGS:**THINKING:****ACTION:**

Self-advocacy: Scenario 2

EXPERIENCE:

Mary is in Year 9 and she has a teaching assistant (TA) who supports her sensory impairment needs in most lessons. At the end of each class, the TA singles Mary out and in front of her classmates asks her if she's okay and if she's understood the lesson. Mary feels that she is being treated like a kid and 'talked down' to. She really wishes the TA would leave her alone.

FEELINGS:**THINKING:****ACTION:**

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Self-advocacy: Scenario 3

EXPERIENCE: Kim has been having long-cane training since she was 7 years old. She is now 13 years old and wants to go into town at the weekend with her friends on the bus. However, Kim’s parents have refused to let her do this and insist on dropping her off and picking her up.
FEELINGS:
THINKING:
ACTION:

Self-advocacy: Scenario 4

EXPERIENCE: Sardar’s teachers and his parents have decided that because he has time out from the school day for mobility and Braille lessons, he should take fewer GCSE options. They have decided it would be best if he were to drop Geography, because they feel it is a difficult subject to study when you are sensory impaired and a second MFL so that he won’t have to learn an additional Braille code. Sardar actually find learning languages interesting and wants to study German as a second MFL; he wants to study MFL at A level.
FEELINGS:
THINKING:
ACTION

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Self-advocacy: Scenario 5

EXPERIENCE: Vijay is 16. At school some of his school mates are talking about learning to drive as soon as they are 17 and now it seems to be the only topic they all seem to think about it. Vijay has known that he will never be able to drive since primary school and has long accepted the fact. However Vijay’s friends keep going on and on about how sorry they feel for him and how they couldn’t imagine what life would be like never being able to drive and always having to depend on parents for lifts.
FEELINGS:
THINKING:
ACTION:

Self-advocacy: Scenario 6

EXPERIENCE: Ross has no central vision but has some useful peripheral vision. He was waiting at the bus stop for the bus home and catching up on emails on his iPhone. With the in-built zoom function he was able to magnify the text to a size that he can see, but he still has to hold the phone against his nose to read it. Two lads from his year group at school walking by noticed him; they started laughing. Ross heard one of them say “Should have gone to Specsavers!” Ross could feel his face going red and wanted to punch them but instead tried to ignore them by turning away from them.
FEELINGS:
THINKING:
ACTION

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Self-advocacy: Scenario 7

EXPERIENCE: Tom is profoundly deaf and uses British Sign Language (BSL). He is 13 years old and wants to go into town on the bus at the weekend to meet up with his friends. However, his parents have refused to let him do this and insist on dropping him off and picking him up.
FEELINGS:
THINKING:
ACTION

Self-advocacy: Scenario 8

EXPERIENCE: Nita is profoundly deaf and uses BSL and lipreads. Her Year 10 EHCP Review is taking place next month. Nita wants to study A levels at the local FE College. Her teachers have recommended that it would be better for Nita to stay at school and do her A level studies in the school's 6 th Form. Nita's parents, whilst wanting to support their daughter, are being influenced by the school's recommendation. Nita wants to be able to put her view across at the forthcoming Review but is a little anxious about being able to get her viewpoint across
FEELINGS:
THINKING:
ACTION:

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Self-advocacy: Scenario 9

EXPERIENCE: Zahara had a cochlear implant fitted when she was small. She adjusted well and her speech etc has flourished and she is doing well at school. Her parents decided the other side ought to be implanted and this was done when Zahara was in Year 10. However Zahara is finding wearing both implants difficult; the brain seems to be confused when interpreting sounds which results in extra concentration for her thus causing extreme tiredness so she has decided not to wear it. Zahara's parents are putting constant pressure on her to wear the second implant; this has led to some upsetting arguments at home and Zahara is beginning to fall behind with home and school work.
FEELINGS:
THINKING:
ACTION

Self-advocacy: Scenario 10

EXPERIENCE: Hayley is 13 years old and wears hearing aids. She often misses what the teacher is saying in lessons and doesn't always hear what the other pupils in the lessons. Working in a group situation is difficult for her and she is often told off by teachers in lessons for talking when she shouldn't be or for being 'too loud'. This makes Hayley embarrassed and sometimes other pupils have made fun of her for talking so loudly; she thinks she's being picked on and it isn't fair!
FEELINGS:
THINKING:
ACTION:

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Appendix 7: Evaluation Form

Session	Please tick as appropriate
Introduction	
Explaining Self Advocacy	
Speaking Up for Myself	
Plenary	

Please rate the session on a scale of: 1 (Not at all helpful) to 5 (Extremely helpful)

Can you say in what ways you found the session helpful?

Is there anything you intend to do or try out as a result of the session?

Do you have any suggestions on how the session could have been improved?

Do you have any other comment you would like to make about the session

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