

Supporting Autistic Self-Advocacy in Middle & High School: Information for Educators



WHAT IS SELF-ADVOCACY?

Self-advocacy means knowing, understanding, and communicating one's own strengths, challenges, needs, and rights, and making decisions that help pursue one's own goals in life.

The self-advocacy movement began in the 1960s and is related to the broader civil rights movement. To learn more about the history of self-advocacy and disability rights, visit:

- [Parallels in Time: A History of Developmental Disabilities](#) by the Minnesota Department of Administration Council on Developmental Disabilities and information,
- [the Self Advocacy Resource and Technical Assistance Center](#).

WHY SUPPORT SELF-ADVOCACY?

Autistic and non-autistic people live together in a world where we manage complex relationships, show different amounts of social interest, and advocate for the things we need. Both autistic and non-autistic individuals can learn about other people's experiences and communicate about their own to live, work, play, and interact together in meaningful ways. Autistic children may benefit from specific teaching and support related to self-advocacy skills.

"For me, one of the most critical aspects of self-advocacy is to overcome misconceptions, misunderstandings, and to help educate those in the neuromajority (NM) who may otherwise misinterpret our struggles and gaps in understanding NM ways of thinking/communicating ... To help establish effective two-way communication by sharing how we think/use language and encouraging others to be more direct/blunt with their own language (i.e., in a manner we can understand). Also, hopefully, to build some patience/understanding into the whole process, in both directions."

~Dave Caudel, TRIAD Advisory Committee Member

Self-advocacy skills allow people to live **self-determined lives**, in which they set their own goals and take steps toward those goals. Self-determination is a set of attitudes and abilities that allow a person to engage in "goal-directed, self-regulated, autonomous behavior."^{1,2}

Self-advocacy and self-determination are related to outcomes including:³⁻⁷

SCHOOL OUTCOMES

- Higher grades
- Increased access to academic accommodations

LONG-TERM OUTCOMES

- Independent living
- More positive employment
- Community inclusion opportunities and experiences
- Quality of life
- Life satisfaction & happiness

The development of self-advocacy and self-determination skills can and should be addressed from a young age!

SELF-ADVOCACY SKILLS

	<p>Self-awareness and self-knowledge. Self-awareness is “the ability to accurately recognize one’s emotions, thoughts, and values and their influence on behavior.” This includes recognizing one’s own strengths, challenges, needs, preferences, and boundaries.</p>
	<p>Self-regulation is the process of monitoring one’s own actions.¹ It involves self-observation and coaching, as well as managing stress, impulses, and personal motivation.</p>
	<p>Decision making is the skill of choosing between all available options and evaluating the consequences of each option.¹ This includes choice making, or choosing between two available options. Decision making skills involve considering “ethical standards, safety concerns, social norms” and “the wellbeing of self and others.”</p>
	<p>Problem solving is a skill used when a solution is not readily known. Decision making and choice making are part of process.¹ Problem solving also includes identifying possible solutions, evaluating the outcomes of each solution, and knowing who, when, and how to ask for help. Skills for identifying and solving problems related to communication and relationships may be especially important to address for autistic students.</p>
	<p>Goal setting and attainment is the skill of determining how you are going to accomplish what you want, including setting the goal, making a plan to achieve the goal, and measuring success.¹</p>

STRATEGIES FOR SUPPORTING SELF-ADVOCACY IN MIDDLE & HIGH SCHOOL

- ❑ Complete preference assessments and share results with students to help identify their likes and dislikes. See the *Self-Awareness for Self-Advocacy* resource for strategies to teach and support self-awareness.
- ❑ Offer choices wherever possible throughout the day (e.g., choice of book, recess activity, group peers, essay topics), as well as in students' career goals and plans, selection of courses, extracurricular activities, or internships. In doing so, help students connect their current interests to their long-term life goals.
- ❑ Provide opportunities for students to take ownership of their learning. For example, ask students to choose between a report or oral presentation for an assignment, or allow students to choose topics of interest for assignments.
- ❑ Provide a range of ways for students to communicate their preferences and needs. This could include providing verbal models at a student's language level, as well as providing visual supports, such as cards to ask for a break, for more time, for help, to use the bathroom, or to say "no."
- ❑ Include students in Individualized Education Program (IEP) meetings, including roles of observer, notetaker, question-asker (with planned questions), spontaneous speaker, choice maker, or decision maker.

For more information about self-advocacy, including additional resources for teaching and supporting self-advocacy skills for students, please visit: triad.vumc.org/autism-mental-health

The Tennessee Center for Decision-Making Supports is a website designed to help individuals with disabilities and their families find resources related to the decision-making process. For more information, please visit: tndecisionmaking.org

REFERENCES

[¹] Wehmeyer, M. L. (1996). *Self-determination in youth with severe cognitive disabilities: From theory to practice*. In L. Powers, G.H.S. Singer, & J. Sowers (Eds.), *On the road to autonomy: Promoting self-competence in children and youth with disabilities* (pp. 115-133). Baltimore: Paul H. Brookes Publishing Co.

[²] Tennessee Department of Education. (2018). *Special Education Framework*. Retrieved 10 Oct 2022. tn.gov/content/dam/tn/education/special-education/framework/sped_framework.pdf

[³] National Center for Learning Disabilities, Inc. (2018). *Agents of their own success: Self-advocacy skills and self-determination for students with disabilities in the era of personalized learning*. Retrieved 10 Oct 2022. nclcd.org/wp-content/uploads/2018/03/Agents-of-Their-Own-Success_Final.pdf

[⁴] Nota, L., Soresi, S., Ferrari, L., & Wehmeyer, M. L. (2011). A multivariate analysis of the self-determination of adolescents. *Journal of Happiness Studies*, 12(2), 245-266.

[⁵] Wehman, P. (Ed.). (2013). *Life beyond the classroom: Transition strategies for young people with disabilities* (5th ed.). Baltimore: Brooks Publishing.

[⁶] Wehmeyer, M. L., & Palmer, S. B. (2003). Adult outcomes for students with cognitive disabilities three-years after high school: The impact of self-determination. *Education and training in developmental disabilities*, 131-144.

[⁷] McDonald, T. M., Taylor, J. L., Loring, W. A., Chen, I., & Malow, B. A. (2020). *Setting and Pursuing Self-Determined Goals* [Toolkit]. Vanderbilt Kennedy Center. 1-24.