Empowering Students: Skills to Engage in Self-Directed Transition Planning

Joint Workshop
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#PrideandSuccess
Today’s Talk

Based on our book
“Empowering Students with Hidden Disabilities: A Path to Pride and Success”
Brookes Publishing Co.
LeDerick Horne

- Poet, Speaker, Advocate, and Education Consultant
- BA in Mathematics from New Jersey City University
- Works on the national, state, and local level with an array of agencies and organizations
- Serves on the governing board of Eye to Eye, a mentoring organization for students with learning disabilities and ADHD
LeDerick Horne

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Margo Izzo

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Professor Emeritus
Research on evidence-based practices for at-risk populations
Ph.D. in Special Education, Rehabilitation and Research from The Ohio State University
Past president of the DCDT of the Council of Exceptional Children
Why We Decided to Work Together

- Met in 2010 during OSEP Project Directors meeting
- Both working to improve the outcomes of all students with disabilities
Why We Decided to Work Together

• Both have disabilities – LD and ADHD

• “Nothing about us, without us.”

http://projectcitizenship.com/disability-social-movements/
“I do not have any problem with people getting a label, if along with that label they get pride, a cultural identity, a connection to a community and a history of this community of accomplishing amazing things.”

– Andy Imparato, Executive Director, Association of University Centers on Disability (AUCD)
The Roadtrip Nation documentary *Being You* features Pete Denman. It is a great resource for building disability awareness.
When Pete rolls into a room people look at him and start thinking about how to provide support for his physical disability.
“There is no wheelchair for dyslexia.”

– Pete Denman
Not all disabilities look like this

Some disabilities look like this

Students with hidden disabilities lack a visual sign like a wheelchair or impaired gait.
Students with hidden disabilities can choose to hide or disclose their disability.
Define Students with Hidden Disabilities and Describe Why They Struggle
The Hidden Majority

- Autism Spectrum Disorder
- Emotional disturbance/behavior disorder
- Mild hearing and vision disabilities
- Intellectual disabilities
- Speech-language disabilities
Many students with hidden disabilities have multiple disabilities, behavior issues and/or mental health issues.
Helping students and educators understand disability should be part of our schools’ diversity training.
How Many Students Have Hidden Disabilities?
How Many Students Have Hidden Disabilities?

• The true number will never be known.
• If students with SLD, ASD, speech/emotional & other health impairments are included, then approximately
  • 55%–85% of the 8.4 million students in special education have hidden disabilities, ranging from 4.5 to 7 million students.

• (U.S. Department of Education, 2014)
What Happens?

40% drop out of school
30% use drugs
33% are arrested
Young adults with hidden disabilities engage in more maladaptive behavior than their peers.
Who...

Although our book has a focus on Hidden Disabilities, today I will show how it can be used to improve the learning climate and outcomes for ALL students.
Stigma of Disability

“The stigma of having a disability is so strong that approximately 60% of students who had IEPs during high school indicated that they did not have a disability the year after they exited high school.”

– Newman, Wagner, Cameto, & Knokey, 2009
Learning Disabilities

- Largest disability category
- Neurological condition that alters students’ communications and math ability
- Dyslexia and dysgraphia are examples
Growing up with a learning disability
Students with hidden disabilities, like me, have spent time in a resource room or special education classrooms. This leaves them with social and emotional scars.
Poet, Speaker, and Advocate
ADHD

- Neurological condition
- Persistent inattention
- Hyperactivity
- Impulsivity
- Over 11% of children ages 4-17 diagnosed with ADHD
- 40% of students with ADHD also have LD
As school became more challenging, she was failing. We identified her as a student with a disability to get intervention support.
My daughter's reaction was extreme. She said if I put her in special ed she was going to commit suicide.
Nicole was diagnosed ADHD and went into counseling. A school counselor really connected with her and helped her.
Do I have ADHD?
Yep, you have ADHD.
Teachable Moments
Everybody knows I have ADHD. It's OK.
I have ADHD and my mom has ADHD.
Students act out to avoid work they find too difficult or to gain attention or to avoid letting peers know they can't do the work.
Learn How to Empower All Students with Disabilities So They Gain Disability Pride
We can help students get to a point where they use their disability as a positive identifier.
We developed a framework that supports students as they are diagnosed, learn self-advocacy skills, and transition to college, career, and relationships.
PATH TO DISABILITY PRIDE

- Connect to Disability Community
- Disability Pride
- Risk of Underachievement
- Maladaptive Behavior
- Rejecting Supports

- Self-Advocate
- Using Supports
- Acceptance
- Non-Acceptance
- Disability Shame

PATH OF DISABILITY SHAME

Challenges Searching Awareness
Challenges
Searching
Awareness

Disability Pride
Path of Disability
Challenges
Searching
Awareness
Challenges

Searching

Awareness
When parents are embarrassed by a child diagnosed with hidden disability it may negatively affect how their student deals with the disability.
PATH OF DISABILITY SHAME

Risk of Underachievement

Maladaptive Behavior

Rejecting Supports

Challenges
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PATH OF DISABILITY SHAME

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Self-Advocate

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PATH TO DISABILITY PRIDE

Disability Pride

Challenges Searching Awareness
It’s a Process

DISABILITY SHAME
People bounce across the stages. Even people with disability pride reject supports or engage in maladaptive behaviors.
Key skills and experiences all students should receive:

• Transition Assessments
• Self-Determination/Self-Advocacy
• Communication Skills
• Social/Emotional/Executive Function Skills
• Use Supports (i.e. Accommodations, Technology, Medication, Tutoring centers, etc.)
• Mentoring Programs
Transition Assessments

• *EnVisionIT* is an electronic curriculum for students with and without disabilities focused on developing key literacy and career skills needed for the 21st century workplace.

• increased students’ technology literacy skills, transition skills, and reading skills.

• students prepare a presentation that they use at their IEP meeting to describe the results of their transition assessment process, their college and career goals, postsecondary goals, and the annual goals they need to accomplish during the current year.

http://nisonger.osu.edu/specialed-transition/envisionit
Online curriculum environment where students conduct transition assessments, research their own transition plans, and establish postsecondary goals for employment and PSE.
The TAGG is an on-line transition assessment for secondary-aged youth with disabilities, their families, and professionals. The TAGG provides a norm-based graphic profile, present level of performance statement, lists of strengths and needs, and suggested IEP annual transition goals.

https://tagg.ou.edu/tagg/
Self-Advocacy

“A Conceptual Framework of Self-Advocacy for Students with Disabilities”

Self-Advocacy

“A Conceptual Framework of Self-Advocacy for Students with Disabilities”

Four Teachable Components
1. Knowledge of self
2. Knowledge of rights
3. Communication of one’s knowledge of self and rights
4. Leadership

Knowledge of Self

Awareness and Disability Acceptance

- Review files with student
- Give a deep understanding of the disability
- Use asset-based approach, not deficit-based
The IEP Opportunity

• Self Directed IEP
• Leadership Component of Self-Advocacy

James Martin, Ph.D, Director, Zarrow Center for Learning Enrichment at The University of Oklahoma

http://www.ou.edu/education/centers-and-partnerships/zarrow.html
“The 411 on Disability Disclosure” by National Collaborative on Workforce and Disability

- Self-disclosure: one of the most valuable skills
- Be able to talk about your disability
- Role-playing and practice is needed

www.ncwd-youth.info/411-on-disability-disclosure
When students with disabilities know how to plan and to be organized they will be better students and have greater respect for others.
Using Supports

- **Accommodations**
  - Technology
  - Medication
  - Teachers, friends, mentors
  - Tutoring services
  - Families
Using Supports

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Using Supports

- Accommodations
- Technology
- **Medication**
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Give students opportunities to understand when to take medication and how it helps improve their schoolwork.
Using Supports

- Accommodations
- Technology
- Medication
- **Teachers, friends, mentors**
- Tutoring services
- Families
Using Supports

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Using Supports

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• Technology
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• Families
Tell Your Story

It’s important for educators and family members to talk about how disability has touched their lives.
Connect to Role Models

Daniel Radcliffe, star of Harry Potter, has dyspraxia
Students need to know that there are many awesome people who have disabilities and are doing great things.
We need to connect students with hidden disabilities to mentors so they can have real positive reinforcement.
Eye to Eye is a national organization advocating full inclusion of people with learning disabilities and ADHD into society.
Doing an art project with a mentor builds metacognitive skills, helps a student learn how they learn and shows what it looks like to be empowered as a person who is LD or ADHD.
Thinking Differently
by David Flink

“Thinking Differently” by David Flink
YOU HAVE NO IDEA HOW ABLE WE ARE

EMPOWER
Different Learners

EYE TO EYE APP

⭐⭐⭐⭐
- COMMON SENSE MEDIA

“We’re excited to see an app for parents and teachers to help their students become better self-advocates.”
- UNDERSTOOD.ORG

UNLOCKING GREATNESS IN THE 1 IN 5 WHO LEARN DIFFERENTLY

Download EYE TO EYE's new app today at the App Store!
Looking for more mentor schools at County Colleges, Technical Schools, and Universities

We also would like to bring Eye to Eye to more High Schools that need to provide leadership opportunities to their students with LD/ADHD
More info at:
Tori Kissner
tkissner@eyetoeyenational.org
Text “Learnon” to 22828
www.eyetoeyenational.org
Youth Leadership Forums (YLF) are a great opportunity for students and their counselors with disabilities to meet each other.

http://www.nationalaylf.org/
It’s about connecting disability to identity. As students develop disability identity, they need empowering opportunities to come together and build community.
Community initiatives like the eMentoring program at OSU connect students with disabilities with others who have similar disabilities to help them develop disability pride.
• Create positive learning climate

• Promote equity and mutual respect

• Prevent bullying through disability awareness

• Rachel's Challenge- Be the Difference
• Create positive learning climate

• **Promote equity and mutual respect**

• Prevent bullying through disability awareness

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• Rachel's Challenge-Be the Difference
Mentoring in your schools

Other examples:

• Self-Advocacy Clubs

• Invite college students with disability to speak with your students

• Bringing high school student with IEPs to talk with elementary school students
Build Relationships
Use Supports
Connect to the Community
PRIDE
Provide Strategies
Resources

The Roadtrip Nation documentary

**Being You**

Follow three youth with learning and attention issues as they discover a thriving community of individuals harnessing their differences for success

BeingYouFilm.com
Resources

Films directed by Dan Habib

- *Including Samuel*
- *Who Cares About Kelsey*
- *Intelligent Lives*

https://iod.unh.edu/projects/intelligent-lives
The Blind Advantage: How Going Blind Made Me a Stronger Principal and How Including Children with Disabilities Made Our School Better for Everyone
– by Dr. Bill Henderson
Resources

Normal Isn’t Real: Succeeding with Learning Disabilities & ADHD

normalisntreal.com
Have we all heard about Brexit? Britain’s Exit from the EU

What if people who have, or would have qualified for, IEPs left the world and we took everything we created???

This is SpEdxit
We are taking Laptops, Tesla, and Snapchat!
SpEdxit #1

- All run of lithium-ion batteries
- Invented by Prof. John B. Goodenough and his team in 1980 at Oxford University
- Had trouble in school due to dyslexia
SpEdxit #2

We are taking Shark Tank!
Kevin O’Leary and Daymond John are very outspoken about their learning disabilities.

Most of the Sharks have a learning disability.

More than 35% of America’s entrepreneurs are people with learning disabilities.

We are taking the legacy of Muhammad Ali
• Ali was dyslexic - barely graduated from high school
• Him and his wife created the *Go the Distance* series to teach literacy skills
• He created the shortest poem ever written
We Provide Trainings for Educators, Students, & Families

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BERKELEY, CA

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DAVIS, CA

UNIVERSITY OF SAN FRANCISCO
KIPP SAN FRANCISCO BAY ACADEMY
SAN FRANCISCO, CA

UNIVERSITY OF THE PACIFIC
STOCKTON, CA

learning
en
disabled

REDEFINE THE LABEL
facebook.com/eyetoeyenational
EYE TO EYE