

# Attainment's Pre-ETS

Pre-Employment Transition Solution

FOCUS ON Self-Advocacy

5



Janet Estervig  
Whitney Fowler

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**Pre-ETS 5:  
Focus on  
SELF-ADVOCACY**

**STUDENT BOOK**

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# Explore



CHECK LIST:  
EO  
3 / 4G  
responsive





# Disability and You

**Outline:** You have a disability. It does not mean you do not have abilities. You have skills. You can do many things. Some people may not think so. Don't let that bother you. You cannot control what other people think of you. You can control your own future. But you might need some support services. That's okay. Find out what services you need and which ones you can get.

What does the word **disability** mean to you? What does a person with a disability look like? Does a person with disabilities have rights? Can a person with a disability work? Think about these issues and what they mean to you. Then find the support you need to make the best life you can for yourself.

You have learned you are unique and that you must make the most of your unique abilities and interests.

You will continue to learn about your unique learning needs. And you will learn about the supports related to your disability.

First, let's look at the word **disability**.

As you know, that word makes some people uncomfortable. It may make you uncomfortable. There is only one unique you, and part of being you is knowing how you learn best and what you do best.

Saying "unique learning needs" points out the fact that every person with a disability has strengths and areas of need.

If you have educational planning meetings, like transition IEPs, you are receiving special education services to assist you in learning more.

Those are the support services you get to help you learn. "Support" means you get help so you can do your best.



But let's go back to the word disability for a moment. The reason you receive special education services is because you have a disability that makes learning more difficult for you. It also means that you need different ways of teaching to do your best. Those ways of teaching are called supports.

That is nothing to be embarrassed about. The truth is, most of the students at your school would like to get services that would help them learn better.

If you have a learning disability, you still want to be successful, make money, and have a good life. The only way to do that is to get a good education. You are smart. When someone is offering you a service that helps you get a good job, you're going to take advantage of it.

## FUN FACT:

In 1975 the United States Congress found that the learning needs of students with disabilities were not being met. Congress passed a law to get students the support they needed. IDEA '04 says that all students should be able to access a high-quality curriculum designed to meet their unique needs, with supports as needed.

You also learned about related services, like speech or physical therapy and vocational education. There are other services, like school health, recreation, counseling, and testing. Making sure you have transportation to get to school is a service. And these things are decided at your yearly planning meeting. See why you need to be there?

To get these services, you have to qualify. To do so you have to take tests. Those tests help show your unique learning needs.

You may have learned from your folks or a teacher that you had a disability. It is helpful for you to look at how your disability affects how you learn.

Think about these questions. Do you have a hard time learning? How about reading or doing math? How do you feel about that?

## Are you frustrated? angry? embarrassed?

Does it feel like the harder you try, the worse it gets? Do you have a hard time expressing yourself? Telling someone else what you are thinking or want to do?



A lot of young people who have a disability say these things. Some don't think they have a disability. It's hard for them to think about it because they think it means they are not smart or that they are weird or different from their friends. You don't think that, do you? You're not, you know!

Having a disability doesn't mean those things at all. Think about what disability means and what it means to you. It means different things to different people.

Start by looking at what others think about disabilities. Do you know what a stereotype is? It's what people think about other people they don't know or understand.

There are stereotypes about people and groups of people. You have some stereotypes of your own.

You don't think so? Answer this question:

A boy went to the dentist to get a cavity filled. The boy was the dentist's son, but the dentist was not the boy's father. How was this possible?

The dentist is the boy's mother! Why is that a stereotype?

Because one stereotype about dentists is that they are all men. Yet there are many jobs that women do very well that others think only men can do, like surgeon, pilot, athlete, or coach.



In this case, you see how a stereotype is a bad thing. If others believe only men can be dentists, that could discourage young women from becoming dentists.

There are lots of stereotypes. Most stereotypes are not only untrue, they are unfair, like all blondes are dumb. Not true and not fair. There are lots of smart blonde women and men. Stereotypes about people limit them. Instead, we are all unique people with individual interests and abilities.

Now, you know there are stereotypes about people with disabilities. Even people with disabilities have stereotypes about people with other kinds of disabilities.

Stereotypes can come from your own experiences if you know someone with a different kind of a disability from yours. You look at that person and how they deal with things, and you say to yourself, “All people with that disability must be like that.”

You can also get stereotypes from watching a movie or TV. You might see a movie about an American of color who is a hero or a villain and think that all people of color are like that. Note also that not all stereotypes are bad. Like the hero we just talked about. Good or bad, stereotypes are not accurate or true.



# Stereotypes

Here is a stereotype: Blondes are dumb.

Wrong! There are lots of smart men and women who are blonde.  
To say that “blondes are dumb” is both a stereotype and not true.

List 3 more stereotypes:

1.

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2.

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3.

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# What Is a Disability?

**Directions:** Choose a disability to learn more about. Use the website: <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html> to research. Write down the information that you find below.

Name of disability: \_\_\_\_\_

**1** What are two basic facts about this disability?

1. \_\_\_\_\_

2. \_\_\_\_\_

**2** What are two symptoms or signs of this disability?

1. \_\_\_\_\_

2. \_\_\_\_\_

**3** Is there a test for this disability? If yes, what is the test?

No

Yes—name of test: \_\_\_\_\_

**4** Is there help or treatment for this disability? If yes, what is it?

No

Yes, \_\_\_\_\_

**5** Website where you found this information:

\_\_\_\_\_

**Directions:** Choose another disability to learn more about. Use the website: <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html> to research. Write down the information that you find below.

Name of disability:

**1** What are two basic facts about this disability?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**2** What are two symptoms or signs of this disability?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**3** Is there a test for this disability? If yes, what is the test?

No

Yes — name of test: \_\_\_\_\_

**4** Is there help or treatment for this disability? If yes, what is it?

No

Yes, \_\_\_\_\_

**5** Website where you found this information:

\_\_\_\_\_

\_\_\_\_\_

# Being Sensitive to Others

**Directions:** What would you do or say in each of these situations?

Situation	What would you do or say?
<p>1. You are excited to go out with your friend on Saturday night, but your friend's grandmother is really sick and your friend just wants to sit around home.</p>	
<p>2. You are choosing a movie to watch with your sister. You like scary movies, but she does not.</p>	
<p>3. You and your friend both tried out for the volleyball team. Your friend made it, but you did not.</p>	
<p>4. Your friend is really excited about an upcoming party, but you know your friend is not going to be invited.</p>	
<p>5. You and your father planned to play basketball at 6:00. Your father comes home from work, isn't feeling well, and wants to play a different day. You are really disappointed.</p>	

# Respecting Individuals with Disabilities

**Directions:** Think of people you know with disabilities. Write their names and a list of things they can do well.

**1** Name:

List things that person can do well:

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**2** Name:

List things that person can do well:

---

---

---

**3** Name:

List things that person can do well:

---

---

---

**4** Name:

List things that person can do well:

---

---

---

**5** Name:

List things that person can do well:

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---

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# Knowing People at Your School

**Directions:** Ask your teacher for a list of names of 10 people who work at your school. Write the names on the left. On the right, list each person's job.

Names of People Who Work in Your School	Job Titles
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

# My Strengths

**Directions:** Write a list of the strengths that you or others feel you have. Some of my strengths are:

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_
- 4 \_\_\_\_\_  
\_\_\_\_\_
- 5 \_\_\_\_\_  
\_\_\_\_\_
- 6 \_\_\_\_\_  
\_\_\_\_\_
- 7 \_\_\_\_\_  
\_\_\_\_\_
- 8 \_\_\_\_\_  
\_\_\_\_\_
- 9 \_\_\_\_\_  
\_\_\_\_\_
- 10 \_\_\_\_\_  
\_\_\_\_\_

Continue on pg. 14

Continued from My Strengths

**Directions:** Look at the list of your strengths and answer the questions.

**1** What strength are you the proudest of?

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**2** Which strength do you think is important for school?

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**3** Which strength do you think is important for working?

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**4** Which strength is important for having friendships?

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**5** What is a strength that you didn't know you had?

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# Odd Is Just a Word

*Three college friends have some encounters that seem somewhat odd, but learn that the word “odd” can mean many different things.*

.....

“Look at that goofy girl. She has a scarf on her head,” Kate Peters said.

“Kate!” Cassie Beezo scolded. “You shouldn’t call her goofy. Wearing a head covering is part of her culture. That’s no goofier for her than it is for us to wear jeans.”

“Are you nuts?” Kate asked. “Wearing a scarf on your head is not like wearing jeans. I still say she’s odd.”

“Come on, Kate,” Cassie said. “You don’t even know her. You should talk to her and get to know her. You would probably forget she even covers her head.”

“I doubt that. Anyhow, I’m sure glad I don’t have to hide my hair,” Kate said.

“Me, too,” Cassie said. “But, it’s not right to make fun of her because she hides hers.”

“Oh, gosh!” Kate said, laughing. “Look at that oddball over there. She keeps waving at the teacher. What’s with her?”

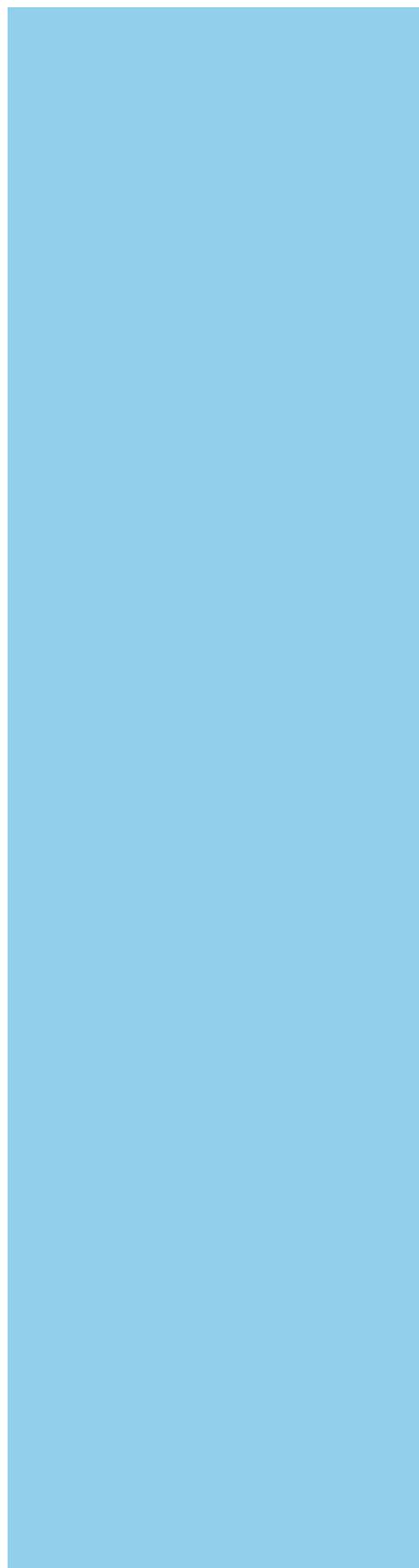


“Can’t you accept people who are different from you? She’s not waving at the teacher. She has a nerve problem,” Cassie said. Cassie and Kate lived in the same apartment building. They were both college students. They had the same class, so they were sitting together. Cassie continued, “I had a customer at work today who kept crying. Even though she seemed a little odd, I did my best to help her. I worked with her to find an outfit that fit her. She was so happy and thankful. She told me that she had a fear of shopping. No one had ever kept helping her before. I was glad I didn’t give up on her just because she was odd.”

“What was she crying about?” Kate asked.

“She was afraid. I know it sounds crazy, but I could tell it was very real fear. She usually orders her clothes by mail. But, she needed something quickly,” Cassie explained.

“I’m sure glad you like all of the odd people who shop there,” Kate said.



The two stopped talking when class started. After class, they walked home. At their building, they saw their neighbor, Rya, leaving. Kate asked, “Where are you going, Rya?”

“I’m going to work out,” Rya answered.

“Work out?” Cassie asked in surprise. “Your hair looks like you just washed and styled it. And you are wearing makeup and perfume. That’s an odd way to get ready to work out.”

“Well,” Rya smiled as her eyes got big, “there’s this guy I’ve been talking to at the gym. I’m going to ask him out today. So, I couldn’t go there all grubby and with oily hair.”

“What’s he look like?” Cassie asked.

“He’s tall, has blonde hair, and always wears nice shorts. Even when it’s cold, he’s got shorts on,” Rya said. Rya went on her way. Cassie and Kate got into the elevator. Cassie left at the 12th floor and Kate went on up to Room 1753.



About 15 minutes later, Kate called Cassie. “Hey, do you want to go over and work out? Maybe we’ll get to see this guy that Rya likes.”

“Sure! I was going to work out tonight anyhow. So, I might as well go now so I can see him. I’ll meet you in the lobby in five minutes.”

At the gym, the girls looked around the large room. They saw Rya on a bike. She was talking to a guy on the bike next to hers. Cassie and Kate went over and got on some treadmills close to the bikes. The one Kate was on quit working. So, she moved over one. Cassie leaned over and whispered, “I think he’s into her.”

“Oh, darn!” Kate said, “they’re leaving.” Rya and the guy walked away. Cassie and Kate watched the two of them walk into the men’s locker room.

Cassie said, “Talk about odd!” Then, Rya came running back out. Her face was all red. She looked up at the sign that said “Men.” Cassie said, “Why would he go into the guys’ locker room when she’s talking to him? I sure hope that guy wasn’t trying to get rid of her.”

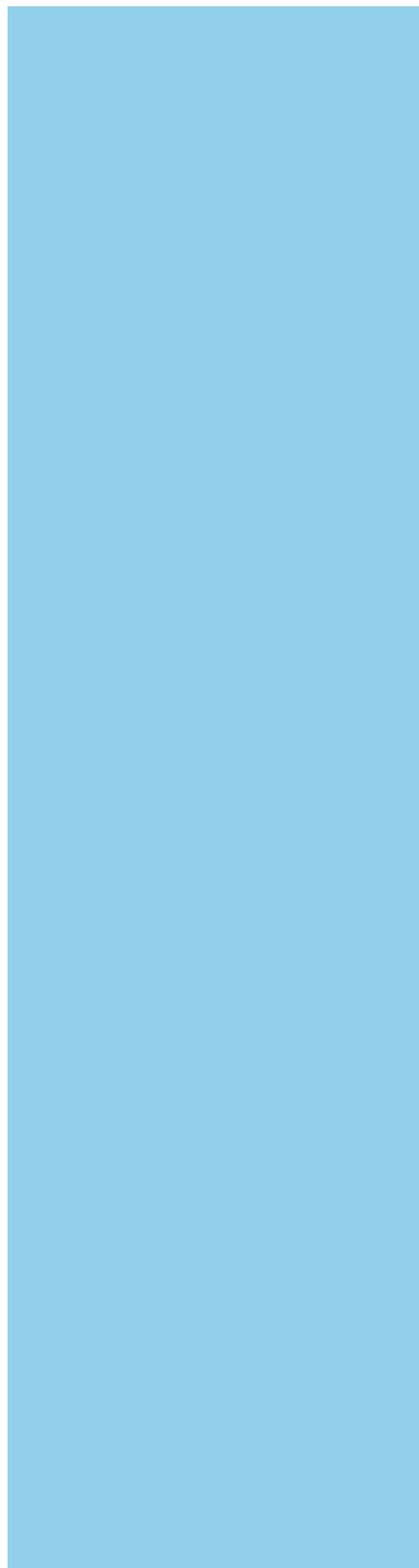
“We’d better go see if she’s OK,” Kate said. The two girls went over to Rya.

Rya smiled kind of sadly, “You two are here to check him out, aren’t you? I was just about ready to ask him out. Then I saw I was in the guy’s locker room. I don’t know if he’s coming back out or not.”

Cassie said, “You can work out with us and then walk home with us.”

“Thanks,” Rya said. She looked back at the locker room door. “I guess I might as well.”

A little bit later, the girls were talking and walking when Kate whispered, “Rya,” and rolled her eyes sideways in an odd way. Rya turned her head to follow Kate’s eyes.



The hot guy was walking next to Kate. He was clean and had wet hair. He said to Rya, “I see that you are OK with guys’ locker rooms. I coach a jr. high football team. I’ve got a game tonight. Do you want to go with me?”

She smiled and said, “Sure. But, I think I’ll just wait for you outside the locker room. I hope you don’t think that’s odd!”

.....



## Odd Is Just a Word

# Story Quiz

- 1** Why is the girl at the start of the story wearing a scarf on her head?
  - A. She is trying to stay warm.
  - B. She has oily hair she is trying to cover up.
  - C. She is part of a culture where a scarf is part of how they dress.
- 2** Why was Rya's face red when she came out of the men's locker room?
  - A. She was embarrassed.
  - B. She was hot from exercising.
  - C. She was crying.
- 3** Choose the word that means "used words to let a person know you did not think what he was saying or doing was right."
  - A. grabbed
  - B. scolded
  - C. slapped
- 4** Choose the word that means "an exercise machine for indoor running or walking."
  - A. treadmill
  - B. elevator
  - C. locker room
- 5** Cassie lives on the 12th floor. Which of these apartments is most likely hers?
  - A. 12
  - B. 125
  - C. 1254
- 6** Which of these statements offer the best description of the guy Rya met at the gym?
  - A. a hot guy
  - B. a tall guy with blonde hair
  - C. a clean guy with wet hair
- 7** Rya ended up in the boys' locker room because she failed to pay attention to a sign that read:
  - A. Women
  - B. Men
  - C. Stop!
- 8** The guy at the gym said each of the following lines. Which one was actually used to ask Rya on a date?
  - A. I coach a jr. high football team.
  - B. I've got a game tonight.
  - C. Do you want to go with me?