

Self-Advocacy

A Training Program for Individuals with
Disabilities & their Families

Participant Manual

Self-Advocacy is...

- Speaking up for your rights
- Doing your own thing
- Telling people what you want
- Sharing problems
- Making choices
- Taking responsibility for your own life
- Enjoying the same rights as everyone else
- Getting rid of disrespectful words
- Being part of a support group
- Not letting others run your life
- Coming and going when you like



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March 30, 1996

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May 2001, August 2010

Initially developed in collaboration with the Guam Developmental Disabilities Council
Revised by University of Guam CEDDERS

MODULE ONE: Hafa Kumeke'lekta

Advocacy and Self-Advocacy: Definitions, Cultural Influences and Needs of Individuals with Disabilities

Welcome! Self-Advocacy Workshop



"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."
Margaret Mead



This workshop will:



provide you with essential knowledge and skills necessary for you or your family to be effective self-advocates.

What does "advocacy" mean to you?



Advocacy Means:

- Bringing together many **ideas, solutions, resources, tasks, and actions** in the effort to resolve a problem.
- Knowing what **rights** are and helping individuals get their rights.
- Building **confidence** so that individuals can help themselves.

Advocacy Requires:

- That individuals be provided with the necessary tools for appropriate decisions and actions.
- That problems are analyzed and individuals are involved in identifying areas of responsibility in problem solving.



How is Advocacy Different from Self-Advocacy?

- **Advocacy** describes the action of speaking out and supporting a cause.
- **Self-Advocacy** means speaking out on behalf of **yourself** and taking charge of what you want to do.





Group Activity: Shared Views of Advocates and Self-Advocates

A woman called to make reservations for dinner at a local restaurant. After informing the restaurant that she was in a wheelchair, she was told that the restaurant could not accommodate a wheelchair and was advised to make dinner reservations elsewhere.

You are: ☐ in the **ADVOCATE** group
☐ in the **SELF-ADVOCATE** group

List 3 things you would do to take action against the restaurant:

#1

#2

#3

What are Cultural Influences that Affect Self-Advocacy on Guam?

- *i'man na'masi* the pitiful ones
- *kastigun Yu'os* God's punishment
- *man tai'bale* to have no value; useless
- *ti imputante para* it's not important
- *i'man inucentu'* for the pitiful innocent one
- *mama'hlao* shameful; to have no shame

Other Cultural Influences:

- *tai'mama'hlao* have no shame
- *polu sa siya mas tu'mungu* only authorities know what is best for everyone and are not to be challenged in their decisions and actions or inactions
- *Otro siha?* are there others?

Individuals with Disabilities Become Empowered When:



- They learn advocacy skills that will lead to self determination and provide opportunities to advocate for themselves in schools, community, where they live, and for job opportunities.

Individuals Become Empowered When:

- They impact policy and practice by promoting partnerships and links with other advocacy groups, including non-disability groups.



Individuals Become Empowered When:

- They are provided opportunities to learn from each other in the policy decision-making process.



Notes:

A TEST ON SELF-ADVOCACY

Instructions: Answer YES (you AGREE) or NO (you DON'T AGREE) after each statement.

1. We should try hard to be like someone else because being different is not good. _____
2. We should not make decisions about people without really knowing them. _____
3. All human beings have the same basic human rights. _____
4. Self-advocacy means letting other people make decisions for you. _____
5. Legal rights are only given to people who vote in elections. _____
6. Due process means telling you what is happening before and while it happens. _____
7. Informed consent means that you have agreed to a decision even if you do not really understand what is happening. _____
8. If you have a guardian, your right to make decisions on behalf of yourself is restricted. _____
9. If you consent to being sterilized even if you don't understand the operation, you do not have a right to change your mind. _____
10. If you live in an institution, you do not have a right to say what you want because your counselor always knows what is best. _____
11. If you apply for a job, and you can do the work, but are not hired because of your disability, there is nothing you can do. _____
12. If you go to a public building and cannot get up the steps to the door, and there is no ramp, your rights are being violated. _____
13. If you are not receiving a public school education, it is because the school can do nothing for you, and you have no rights under the law. _____

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A TEST ON SELF-ADVOCACY

14. Responsible people know what their own rights are and respect the rights of others. _____
15. The first thing to do if you have a problem in getting services, is to threaten to sue the agency. _____
16. There will probably be some resistance when you try to change things that have been done a certain way for a long time. _____
17. The best type of advocacy is self-advocacy. _____
18. Which of the following is self-advocacy:
- _____ knowing your rights;
 - _____ taking responsibility for your life;
 - _____ asking for help if you want or need it;
 - _____ standing up for your rights;
 - _____ knowing the laws that protect your rights.



The Answer Key is located in Module 4 page 4 - 19

MODULE TWO: I Lai I Tano

Legal Rights and Entitlements for Individuals with Disabilities

Module 2: Legal Rights

"When one comes to think of it, there are no such things as divine, immutable, or unalienable rights. Rights are things we get when we are strong enough to make good our claim on them."

Helen Keller

Basic Rights of Persons with Disabilities

- The Right to an Education
- The Right to be informed of Your Rights-Equal Protection
- The Right to Advocacy
- The Right to an Individual Program, Plan of Care, or Education Plan
- The Right to Trained Qualified Staff
- The Right to Access Records
- The Right to Access all Public Buildings
- The Right Appeal Decisions-Due Process
- The Right to Freedom and Involuntary Servitude
- The Right to Accurate Assessment of Needs and Abilities
- The Right to Payment for Care
- The Right to Equal and Fair Housing
- The Right to Equal Opportunity in Employment

Notes:



Group Activity: Rights of Persons with Disabilities

DIRECTIONS: Below are the rights of all persons with disabilities. With your group, give an example of a violation of this right. The first one has been done for you.

- **The Right to an Education.** Every person with a disability has a right to an education that is a FREE, APPROPRIATE PUBLIC EDUCATION, in THE LEAST RESTRICTIVE ENVIRONMENT within the educational system. In Guam, education is provided to students up to the age of 21 years. The student should be encouraged to participate in as many typical activities as possible.

Sample response: An ADHD student is told that he is not able to work as a part of his transition from secondary school. He and his mother were informed that he would need a job coach and that could not be provided because there were limited resources of personnel who could provide the service.

- **The Right to be Informed of Your Rights-Equal Protection.** Each agency that deals with persons with a developmental disability must inform them of their rights in a way that is fully understandable by the person and/or their family. For example, if an individual speaks only Chamorro then their rights must be explained in Chamorro. Or, if a person cannot read, then their rights must be explained in a manner the individual can understand.
-

- **The Right to Advocacy.** Each person has the right to have legal, civil, and human rights recognized. The Right to an Individual Program, Plan or Care, or Education Plan. Each person must have a program plan that is observable, understandable, and tailor made to fit the strengths and desires of the person and their family.
-

- **The Right to Trained Qualified Staff.** Each person has the right to have qualified, certified, and/or licensed teachers, job coaches, and providers. Staff should have proper training and experience to plan and implement programs for persons with developmental disabilities.
-

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- **The Right of Access to Records.** Each person has the right to complete and accurate records. All agencies must recognize the rights of parents and/or the individual to access all public records.
-

- **The Right to Access All Public Buildings.** Each person has the right to access any buildings developed by public funds.
-

- **The Right to Appeal Decisions-Due Process.** All persons have the right to challenge decisions made by any public agency.
-

- **The Right to Freedom and Involuntary Servitude.** If work is performed, each person shall be paid according to fair labor and wage legislation. Paying a person with a disability less than fair wages is a violation of this right.
-

- **The Right to Accurate Assessment of Needs and Abilities.** Each public agency must perform accurate assessments in a timely and regular manner.
-

- **The Right to Payment for Care.** Each person has the right to affordable or reduced costs for all health care.
-

- **The Right to Equal and Fair Housing.** No person shall be denied housing on the sole basis of a disability.
-

- **The Right to Equal Opportunity in Employment.** If one is a qualified individual, it is discriminatory to deny employment and the rights of employment on the basis of the presence of a disability.
-

SPECIFIC LEGAL RIGHTS:
Section 504 Rehabilitation Act of 1973

- **Requires any public or private building or service that uses public tax dollars to be accessible to citizens with disabilities.**
 - Service must be available and physical barriers eliminated
 - All public transportation must be accessible
- **Post-secondary education, training, and employment programs (including colleges and universities) that receive federal funds must be accessible**
 - Students cannot be excluded from programs because of physical barriers or the absence of auxiliary aids.

SPECIFIC LEGAL RIGHTS:
Section 504 Rehabilitation Act of 1973

- Requires federal agencies to provide access to communications and information
- Includes
 - Websites
 - Software
 - Personal computers

The Americans with Disabilities Act (ADA) PL 101-336

- Prohibits discrimination against adults and children with disabilities in
 - employment
 - public accommodations
 - commercial facilities
 - transportation
 - Telecommunications
- To be protected, one must have a disability or have a relationship or association with an individual with a disability

If you want to know more about ADA - Title I

- Requires employers with 15 or more employees to provide the full range of employment related opportunities.
- Prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities and other privileges of employment.

ADA - Title I

- Restricts questions about disability.
- Requires employers to make reasonable accommodations to the known limitations.
- Undue hardship limitations.

ADA - Reasonable Accommodation

- Reasonable accommodation for persons with significant disabilities MAY include workplace personal assistant.
- Enable to complete essential job function in a timely manner.
- Required to self-identify.

ADA - Reasonable Accommodation

- Justify workplace Personal Assistant with a Self-Assessment.
 - Essential job functions.
 - How accomplished: AT or person.
 - How much time required.

ADA - Title II

- State and local governments.
- Equal benefit of all programs, services and activities.
- Meet architectural standards for new buildings
- Relocate or otherwise provide access in older inaccessible buildings.
- Communicate effectively with persons who have hearing, vision or speech disabilities.

ADA - Title II (Transportation)

- New public transport must comply.
- Good faith to purchase or lease accessible used vehicles.
- Provide paratransit service where fixed-route systems exist.



ADA - Title II

- Public accommodations cannot exclude, segregate or give unequal treatment.
- Restaurants, stores, hotels, theaters, schools, convention centers, doctor offices, homeless shelters, depots, zoos, funeral homes, day care centers, recreation facilities, including fitness gyms.



ADA - Title II



- Requires access to telephone and television for people with hearing and speech disabilities.
- Ensure effective communication through aids or services.

The Developmental Disabilities Assistance and Bill of Rights Act of 2000

- Defines developmental disabilities and required services.
- Requires a Developmental Disabilities Council and a protection and advocacy system (P&A).
 - Employment discrimination,
 - Right to education, transportation and building accessibility,
 - Guardianship,
 - Adult protective services and relocation of people from institutions.
- Includes listing of rights dealing with treatment and services for people with developmental disabilities.

Education of All Handicapped Children Act (PL 94-142)

- Establishes the right of all children to a **Free Appropriate Public Education** (FAPE).
- Education be provided with related services in the **least restrictive environment appropriate** for each child as specified in the child's individualized education plan (IEP).
 - **Written with involvement and consent of parents**
- **Due process** rights are included in this law.

Individuals with Disabilities Education Act (IDEA) PL 101-476

- **Expands and redefines transition.**
 - Includes outcomes-oriented process.
 - Promotes movement from school to post-school activities.
 - Coordinated set of activities based on the individual's needs, student's preferences, and interests.
 - Instruction,
 - Community experiences,
 - Employment and other post-school living objectives, &
 - Daily living skills and functional vocational evaluation when appropriate.
 - Begins no later than 16 years of age.

1986 Amendments (PL 99-457)

- **PART B (Sec. 619)**
 - Guarantees educational services of PL 94-142 to children, ages 3 - 5 years.
 - Local school districts have authority for implementing this law.
- **PART H**
 - Outlines services for infants and toddlers from birth to age three.
 - **Major difference.**
 - Individualized plan for the family (not just for the child), and
 - Mandated case management services.

The Civil Rights Restoration Act of 1987 (PL 100-259)

- Clears the intent of Congress that Section 504 of the Rehabilitation Act covers institutions receiving federal assistance, not merely programs.

Air Carrier Accessibility Act (PL 99-435)

- Prohibits discrimination on the basis of physical disability for individuals traveling on commercial airlines.
- Provides for priority space for equipment (such as wheelchairs) and free attendant travel if that attendant is required by the airline to enable the person with a disability to travel.

Voter Accessibility Act (42 USCS, 1973ee)

- Requires that all polling places for elections that include federal candidates be accessible.

Technology Related Assistance to Individuals with Disabilities (PL 100 - 407)

- Provides grant funds to states to develop person-responsive, state-wide programs that promote the availability of assistive technology for individuals of all ages with all types of disabilities.

Families with Children with Disabilities Support Act of 1994

- P.L. 103-382, enacted October 1994.
- Provide families of children with disabilities the family support necessary to support the family; enable families of children with disabilities to make informed choices and decisions regarding the nature of services, supports, and resources made available to such families.

Notes:

MATCHING GAME

WHAT THE LAW MEANS

DIRECTIONS: As each law is read, match the description of the law in Column A to the law in Column B.

- | | |
|---|--|
| _____ 1. All Children have the right to a Free and Appropriate Public Education. | A. Section 504 Rehabilitation Act of 1973 (PL93-122) |
| _____ 2. Defines developmental disabilities and requires states to have a plan and ways to monitor services. | B. Air Carrier Accessibility Act (PL99-435) |
| _____ 3. Public transportation must provide for persons with disabilities. | C. Education of Handicapped Children Act and Amendments (PL94-142, PL99-457. and PL 98-199) |
| _____ 4. Provides priority storage space for equipment and free attendant travel on commercial airlines. | D. DD Assistance and Bill of Rights Act of 2000 (PL106-402) |
| _____ 5. Provides support to promote the availability of assistive technology. | E. Voter Accessibility Act (42 USCS,1973ee) |
| _____ 6. Polling places must be accessible. | F. Technology Related Assistance to Individuals with Disabilities (PL100-407) |
| _____ 7. Assures nondiscrimination in securing housing. | G. Americans with Disabilities Act (ADA) (PL101-336) |
| _____ 8. Prohibits discrimination against persons with disabilities in employment, public services, and transportation. | H. Individuals with Disabilities Education Act (IDEA) (PL101-476) |
| _____ 9. Provides secondary education and transition services for youth. | I. Fair Housing Act Amendments (FHAA) |



The Answer Key is located in Module 4 page 4 - 19

MODULE THREE:

Hafa Siha Para Ta Chogue Yan I Che'Chu Siha

Expectations and Goals for Services for Individuals with Disabilities

Module 3: Expectations & Goals

"Even if you're on the right track, you'll get run over if you just sit there."

Will Rodgers

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

Martin Luther King, Jr.

Who are Service Providers or Support Services?

- Board of Directors
- Councils, Advisory boards
- Task forces
- Committees, sub-committees
- Leadership trainers, conference & workshop organizers
- Chapters, advocacy groups, village associations, or other local or national groups

Notes:



Service Providers or Support Services for Persons with Disabilities on Guam

Think of 3 Service Providers or Support Services which serve persons with disabilities on Guam.

1. _____

2. _____

3. _____

What are some things that these providers may do that could promote dependence among individuals with disabilities?

1. _____

2. _____

3. _____

What might these providers do to promote independence?

1. _____

2. _____

3. _____

What GOAL should the individual with a disability have for the provider?

1. _____

2. _____

3. _____

Advocacy Myths

Tell how each myth can create problems for both individuals with disabilities and service providers or support services. Check off each column as it is discussed with the group.

MYTH	Individuals with Disabilities	Service Providers
Advocacy is taking over for individuals with disabilities and making all decisions for them.		
Advocacy means reinforcing feelings of helplessness and dependency.		
Advocacy means keeping individuals uninformed about their rights, making them rely on the service for everything.		
Advocacy means discouraging individuals with disabilities from becoming actively involved		
Advocacy means making excuses for unavailability or inadequacy of services.		
Advocacy means controlling individuals with disabilities		
Advocacy means accepting the status quo when legislation is not implemented.		
Advocacy means seeking individual solutions to group problems.		
Advocacy means denying the existence of problems that are reported.		
Advocacy means filing a lawsuit as a first approach to a problem.		
Advocacy means interceding on behalf of individuals who can help themselves.		
Advocacy means ignoring appropriate channels when trying to get services.		



Values That Promote/Support Appropriate Services

Directions: The words in bold type are particularly important in understanding each of the values that support appropriate service. Describe in your own words what each value means to you.

Individuals with disabilities must have a **meaningful voice** in their own affairs and in all decisions made on their behalf as citizens.

Individuals with disabilities have the **right to make choices** in all areas of their lives.

Individuals with disabilities must **feel free to express their views** and be given the opportunity to communicate in whatever form they choose.

Individuals with disabilities are entitled to the supports they need to assure their **full participation in any decision-making**.

Individuals with disabilities are **equal** and have the same legal and human rights as everyone else.

Individuals with disabilities should be treated with **respect and dignity**.



How Can These Myths Lead to Problems?



- Advocacy is taking over for individuals with disabilities and making all decisions for them.
- Advocacy means reinforcing feelings of helplessness and dependency.
- Advocacy means keeping individuals uninformed about their rights, making them rely on the service for everything.
- Advocacy means discouraging individuals with disabilities from becoming actively involved.
- Advocacy means making excuses for unavailability or inadequacy of services.
- Advocacy means controlling individuals with disabilities.
- Advocacy means accepting the status quo when legislation is not implemented.



More Advocacy Myths

- Advocacy means seeking individual solutions to group problems.
- Advocacy means denying the existence of problems that are reported.
- Advocacy means filing a lawsuit as a first approach to a problem.
- Advocacy means *interceding* on behalf of individuals who can help themselves.
- Advocacy means ignoring appropriate channels when trying to get services.

Values That Promote / Support Appropriate Services

- A **meaningful voice** in one's own affairs and in all decisions made on one's behalf as a citizen.
- The **right to make choices** in all areas of one's life.
- **Freedom to express one's views** and be given the opportunity to communicate in whatever form a person chooses (e.g. sign language).



Values That Promote / Support Appropriate Services



INDIVIDUALS WITH DISABILITIES are...

- Entitled to the supports they need to assure their **full participation in any decision making**.
- **Equal** and are to have the same legal and human rights as everyone else.
- To be **treated with respect and dignity**.

What are other values that promote support appropriate services?

Natural Supports to Self-Advocacy: PEOPLE

People who individuals already know and can provide support:

- relative
- friend
- partner
- spouse
- advocate
- sibling
- peer
- neighbor
- volunteer
- paid staff person



Natural Supports to Self-Advocacy: AGENCIES

- DVR
- Client Assistance Program
- Banks
- Guam Police Dept.
- Attorney General's Office
- Department of Education
- Village Church/ Ministries
- Village Mayor's Office
- Guam Memorial Hospital

Natural Supports to Self-Advocacy: AGENCIES

- **Guam Legal Services**
 - Protection and Advocacy for Person with Developmental Disabilities (**PADD**)
 - Protection and Advocacy for Individuals with Mental Illness (**PAIMI**)
 - Protection and Advocacy for Individuals Rights Program (**PAIR**)
 - Protection and Advocacy for Assistive Technology Program (**PAAT**)

Identify Your Natural Supports

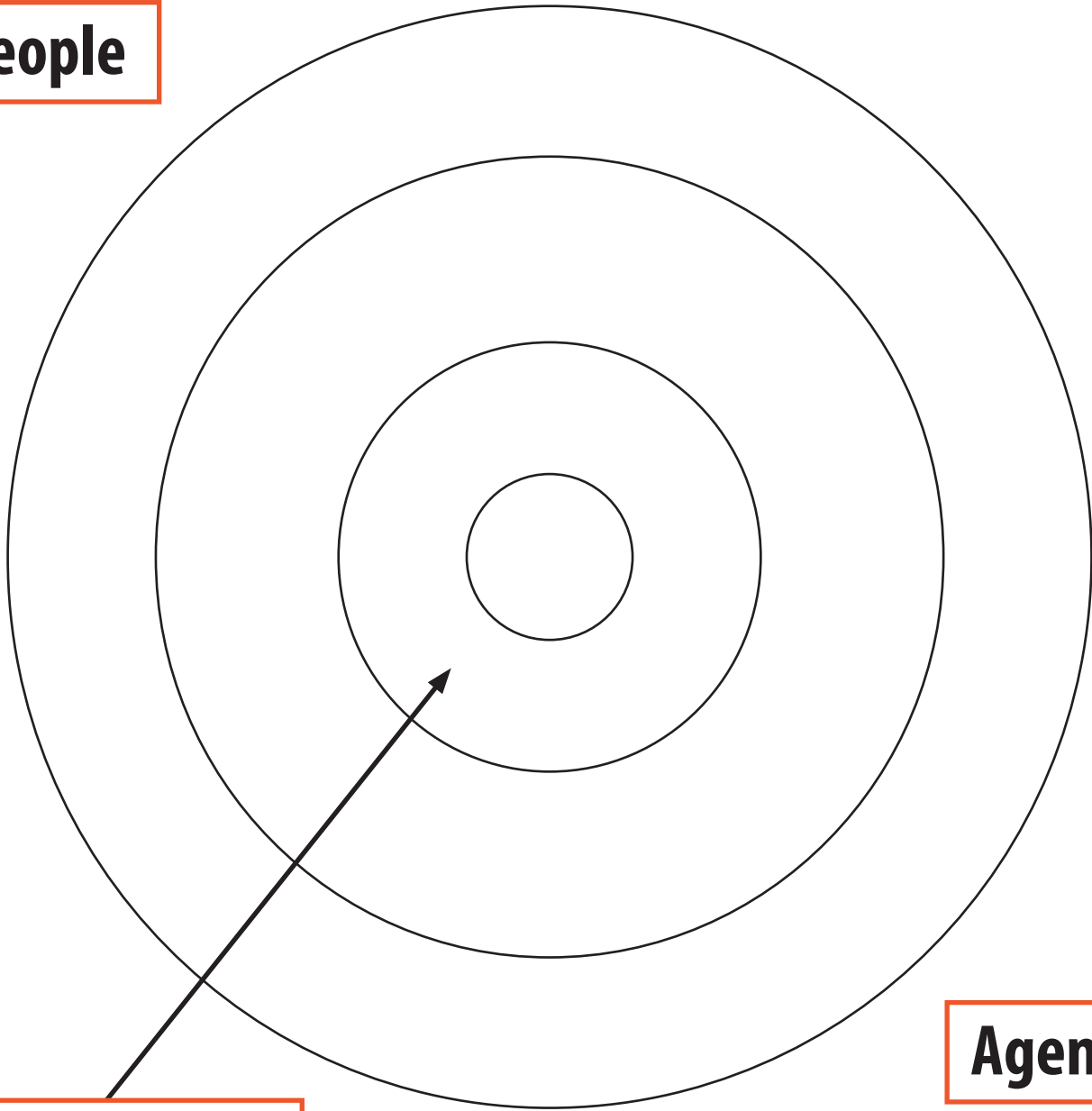
- **Circles of Natural Supports Chart**

Notes:

Circles of Natural Support

DIRECTIONS: Put your name in the center circle. In the next circle (s), list those individuals you would most likely call upon for support if you needed it.

People



Agencies

Those closest to me whom I would call upon for support.

Those who are close but not as likely to be called upon for support.

MODULE FOUR:

Hafa Tai'manu Machogueña I Che'chu Ayudante

Methods of Advocacy and Effective Strategies

Module 4: Methods & Strategies

"...To be what you must,
Just reach out for what you are...."

Yusuf Islam, aka Cat Stevens

Emotional Roller Coaster

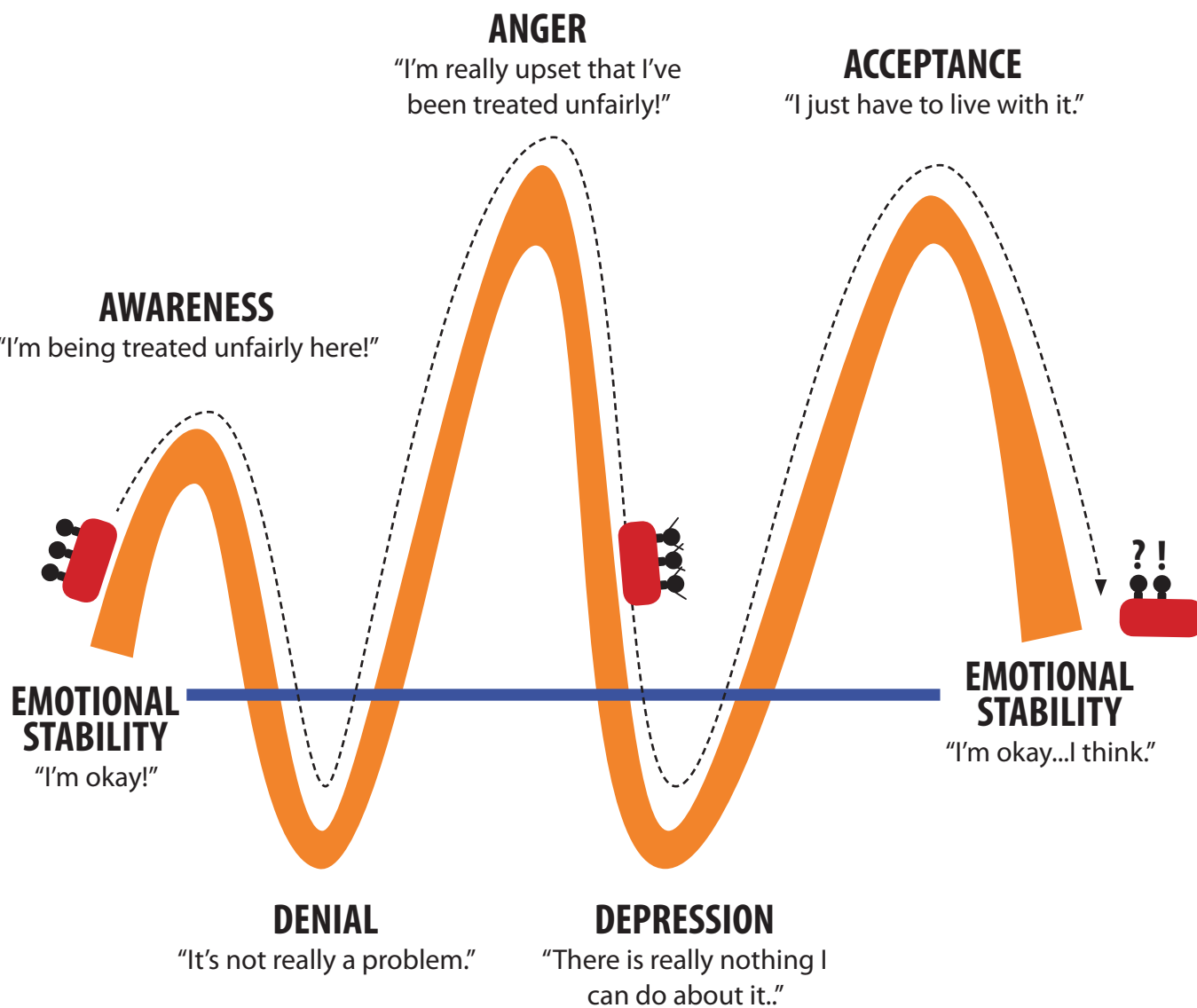
- Unfairness and No Action
- Manual Page 4-3
- Unfairness and Self-Advocacy
- Manual Page 4-4

Emotional Roller Coaster

- How are these the same?
- How are they different?
- Developing self-advocacy skills is EMPOWERING when you are faced with the emotion of unfair treatment.
- Understanding your feelings is the 1st Step.

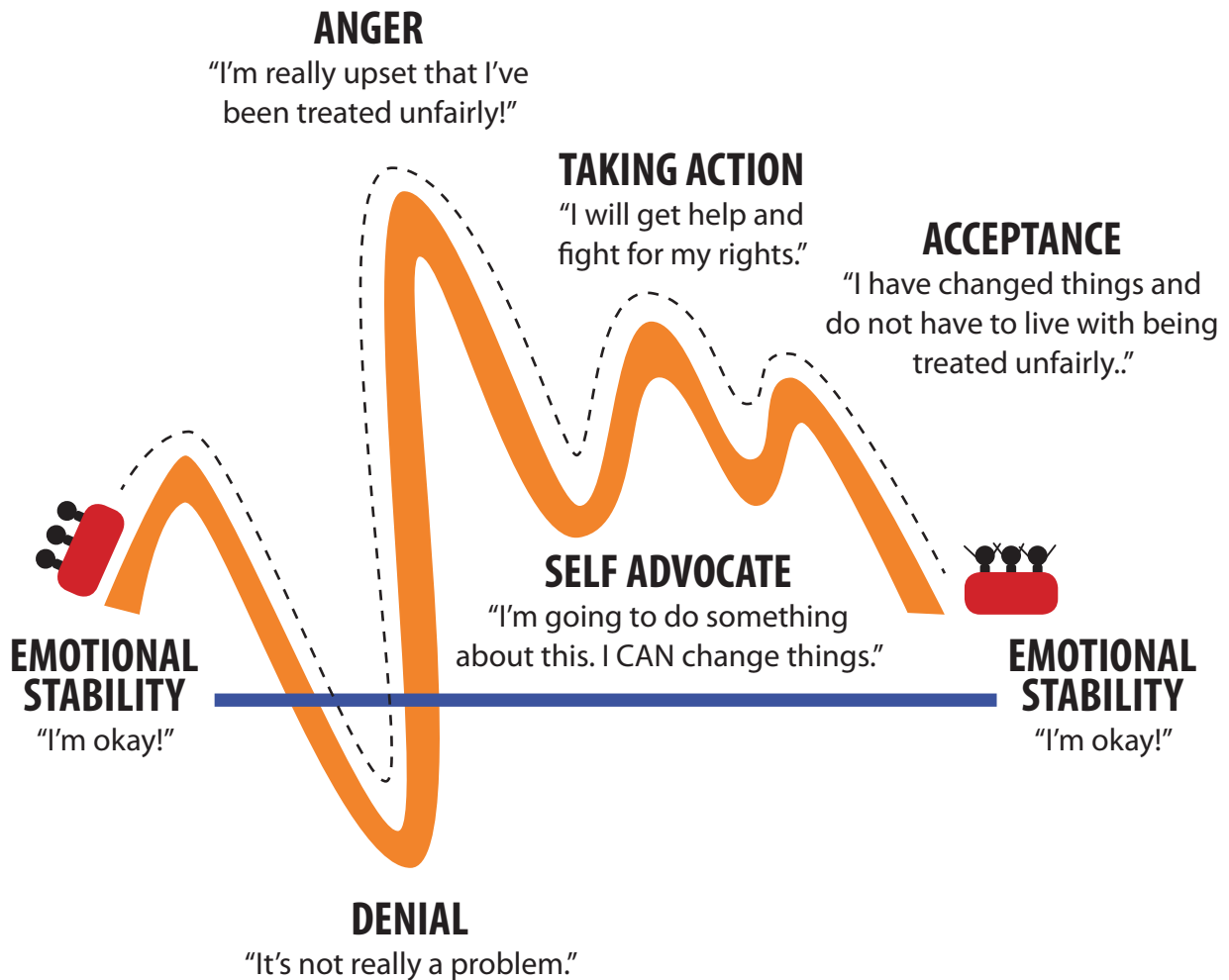


THE EMOTIONAL ROLLER COASTER: WHEN TREATED UNFAIRLY





THE EMOTIONAL ROLLER COASTER: WHEN USING SELF-ADVOCACY



Next Step: Create a Vision & Mission of Effective Self-Advocacy



- (1) Develop a vision of the skills needed to be an effective self-advocate.
- (2) Get excited and involved in the process of creating a vision.
- (3) The vision of being an effective self-advocate will create order in reaching the vision.
- (4) As skills are learned and practiced, the vision becomes real.
- (5) Share the vision. It provides the criteria for successfully reaching your goal.

Brainstorm!

- What skills are needed?

Skills Needed for Self-Advocacy

- Self Confidence
- Effective Communication and Interpersonal Skills
- Networking
- Developing Problem Solving Skills
- Preparing for and Participating in Group Meetings
- Knowing When and How to Use Mediation
- Knowing How to Use the Legal System
- Managing Stress When the Need Arises

BUILDING SELF CONFIDENCE

Circle the words you would use to describe yourself.

adaptable	easy	lazy	stupid
argumentative	effective	motivator	silly
assertive	edgy	mean	smart
attentive	embarrassed	merciful	supportive
anxious	friendly	merry	talented
angry	forceful	needy	tough
bright	frightened	neat	terrible
bossy	ferocious	negligent	useful
calm	groaner	orderly	useless
confrontational	good-natured	obstinate	verbal
cool	happy	people-oriented	vicious
confused	horrible	perfectionist	wasteful
demanding	independent	pushy	whiner
dependable	ignorant	quick	wonderful
distant	kind	quarrelsome	youthful
determined	killjoy	respectful	yeller
dumb	loyal	resentful	zany
dutiful	loser	reliable	zero
			zippy

How many words did you circle? _____

How many were positive words? _____

How many were negative words? _____

See the next page to find out which words are positive and negative.

Positive and Negative Descriptors

+ adaptable	+ easy	- lazy	- stupid
- argumentative	+ effective	+ motivator	- silly
+ assertive	- edgy	- mean	+ smart
+ attentive	- embarrassed	+ merciful	+ supportive
- anxious	+ friendly	+ merry	+ talented
- angry	-- forceful	- needy	- tough
+ bright	- frightened	+ neat	- terrible
- bossy	- ferocious	- negligent	+ useful
+ calm	- groaner	+ orderly	- useless
- confrontational	+ good-natured	- obstinate	+ verbal
+ cool	+ happy	+ people-oriented	- vicious
- confused	- horrible	- perfectionist	- wasteful
- demanding	+ independent	- pushy	- whiner
+ dependable	- ignorant	+ quick	+ wonderful
- distant	+ kind	- quarrelsome	+ youthful
+ determined	- killjoy	+ respectful	- yeller
- dumb	+ loyal	- resentful	+ zany
+ dutiful	- loser	+ reliable	- zero
			+ zippy

Keys to Building Self Confidence

- Replace negative thoughts about yourself with positive thoughts.
- Don't depend on others to convince you how good you are.
- Convince yourself! You are a good person.
- Spend more time with people who give you good strokes.
- Limit your time with people who give you negative strokes.



Feeling Confident is IMPORTANT!

"To love oneself is the beginning
of a life long romance."
Oscar Wilde

Develop Problem Solving Skills

1. Clearly understand the problem - Write it down.
2. Know your rights -- review laws that guarantee fair treatment.
3. Get help from others for information and support.
4. Write down what you want to see happen, step-by-step.
5. Get moral support from friends or an advocacy group.
6. Take Action!



Non-Verbal Pacific Island Communication Signals



- In most Pacific island cultures, non-verbal communication is very powerful.
- Communication can be lively or come to a quick halt by the use or misuse of non-verbal signals.
- It is important to understand the use of 5 key non-verbal communicators in Pacific island cultures.

Pacific Island Non-Verbal Communicators

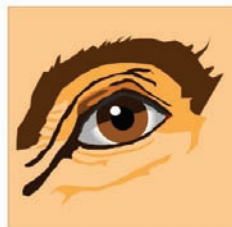


1. EYES
2. EYEBROWS
3. USE OF SILENCE
4. HAND GESTURES
5. FACIAL EXPRESSIONS

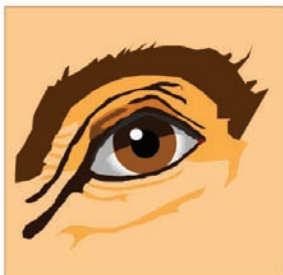
Non-Verbal Communicators in Pacific Island Cultures: EYES

EYES

- Use of the eyes is very powerful.
- Not unusual for Pacific islanders to look away when you are talking to them. It does not mean they are disinterested or not listening.
- Often means they respect what you say and who you are, especially if you are an older person.
- Never force a Pacific islander to look at you straight in the eyes.



Non-Verbal Communicators in Pacific Island Cultures: EYEBROWS



EYEBROWS

- Eyebrows communicate messages in Pacific island cultures!
- Raising eyebrows often means the person agrees with you.
- Do not consider this a sign that you are not being taken seriously.

Non-Verbal Communicators in Pacific Island Cultures: USE OF SILENCE

- Difficult non-verbal communicators for Western cultures.
- Silence or non-response during a group discussion, can mean one of three things.



Non-Verbal Communicators in Pacific Island Cultures: USE OF SILENCE

MEANING:

1. The person does not agree with you and may not be willing to tell you this.
2. The person is allowing what you have said to "sink in."
3. The person respects you and would not think of interrupting you as this would be a sign of disrespect.

WHAT YOU CAN DO:

- Ask, "What do you think?"
- Give the person time and wait a few moments to see if the person gives a comment or asks a question.
- Ask a YES-NO question so that the person only has to nod or shake his/her head.
- A long silent pause does not necessarily mean that the person does not understand you!

Non-Verbal Communicators in Pacific Island Cultures: HAND GESTURES

HAND GESTURES

- Large hand gestures are often considered aggressive.
- Using large hand gestures can frighten the listener or discourage interactive communication.
- In Chamorro culture, these gestures can cause a person to be **espantao** which means "to be disturbed or upset."



Non-Verbal Communicators in Pacific Island Cultures: FACIAL EXPRESSIONS

FACIAL EXPRESSIONS

- Blank Stares-(no expression) does not necessarily mean the person isn't paying attention.
- Frowning and furrowed eyebrows- does not mean disagreement but being immersed in thought about what is being said.
- Constant smiling can mean total disagreement or the person isn't paying attention to what is being said.



Communicating Wants, Feelings, or Needs

1. Non-Assertive
2. Aggressive
3. Assertive



Being NON-ASSERTIVE

- Do not stand up for what you know is best for you.
- Do not stand up for your human rights.
- Do not let other people know what you want.
- Let other people decide what is best for you.
- Let people walk all over you.
- BEING NON-ASSERTIVE IS NOT A GOOD WAY TO COMMUNICATE.



Being AGGRESSIVE

- Want to WIN at any cost.
- You are pushy and do not want to listen to anybody!
- Put others down.
- Walk all over people.
- Don't listen or respect other people's feelings or opinions.
- BEING AGGRESSIVE IS NOT A GOOD WAY TO COMMUNICATE.



"Some cause happiness wherever they go;
others, whenever they go."

Oscar Wilde

Being ASSERTIVE

- Stand up for what you know is best for you.
- Stand up for your rights.
- Make sure other people understand what you need or want.
- Openly and honestly express your opinions and feelings.
- Respect other people's rights and opinions.
- Listen to other people.



BEING ASSERTIVE IS A GOOD WAY
TO COMMUNICATE!

How You Tend to LOOK

NON-ASSERTIVE

- You stand slumped down.
- You look at the floor.
- You mumble.



AGGRESSIVE

- You stand too close to people.
- You clench your fists.
- You speak too loudly.



How You Tend to LOOK

ASSERTIVE

- You stand tall.
- You look at people.
- You speak clearly.



How Others SEE You

NON-ASSERTIVE

- Wishy-washy
- Little
- Unable to make decisions
- Always needing help
- Childish*



AGGRESSIVE

- Troublemaker
- Childish
- Loudmouth
- Immature
- Inappropriate



How Others SEE You

ASSERTIVE

- Capable
- Able to make decisions
- Independent
- Honest
- Adult



4 Parts to ASSERTIVENESS

1. Make a decision. Know what you want.
2. Say what you want so that others understand.
3. Remember, the other person may disagree. You may not get your way.
4. Listen and respect the other person.





Group Activity:

NON-ASSERTIVE / AGGRESSIVE / ASSERTIVE

Which communication style is most effective?

Group Assignment (check one)

☐ Non-assertive Group

☐ Aggressive Group

☐ Assertive Group

SELECT TWO PEOPLE WHO WILL ROLE PLAY JOSE AND THE CO-WORKER

Jose works at GWA. He is always being teased by one of his co-workers, who thinks Jose is not a very smart person. Jose hates to go to work now because his co-worker calls him names, teases him about his clothes, and criticizes his work. Jose knows he needs to do something about this co-worker. He can tell the co-worker to stop bothering him or he can report the co-worker to the Supervisor.

Depending on which group you are assigned to, describe with your group, HOW Jose will communicate to the co-worker? What will he say? How will he come across to the coworker?

How will Jose LOOK when he communicates in this way? Describe his appearance to the co-worker when he tries to tell the co-worker that he does not like being teased.

Describe how the **co-worker** will see Jose as he communicates.

Writing It Down

- Documentation
- Use fact
- Not your thing?
Use your network for help.

Parts of Good Written Documentation

- Open with positive thoughts.
- State the facts and the problem.
- State what supports your claim.
 - Law? Policy? Practice?
- Tell what you want to happen.
- End with a “feel good” closing.
- Mad? Let your document sit for a day or two. Then revisit and revise.

Notes:



Conflict, Compromise, and Negotiating



- **CONFLICT:** a strong disagreement. Sometimes people get into conflict. If YOU are not able to get what you want or need, even though you have been assertive, you are in conflict.
- **COMPROMISE:** both sides **give up some** of what they want, **to get some** of what they want. This means you can't get all that you want but you can get some of what you want by giving up something else.
- **NEGOTIATE:** working together to find an agreed upon solution. Effective communication and compromise lead to successful negotiation.

MEDIATION

Mediation:

- a meeting that takes place to try to settle a problem before taking legal action. A third person with no knowledge or interest in the problem (impartial), tries to help bring both sides to come to agreement.





TAKING LEGAL ACTION

Get free legal help by contacting:

- Office of the Public Defender;
- The American Civil Liberties Union;
- The Guam Bar Association;
- Office of the Attorney General;
- Others (see Module 5 for specific advocates).



NETWORKING



- What is “networking?”
- NETWORKING is getting to know others who can help with a problem. It means knowing people who have special skills or knowledge who can support you. It means that you make a special effort to have these people get to know you.

NETWORKING is like “going fishing”

- How many fish can you catch with a fishing rod?
- How many fish can you catch with a fishing net?
- How is networking like fishing?

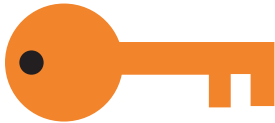


How Do You NETWORK?

- Get to know people in the community who could be a resource person to help you.
- Know their names, where they are located, and how they can be contacted.
- Make it a point to meet these people. Make an appointment if needed.
- Take the time to talk to them about your particular situation or problem.
- Follow up your meeting with a phone call.



"Few things are harder
to put up with than the
annoyance
of a good example."
Mark Twain



ANSWER KEY

Self Advocacy Test

Page 1-7 & 1-8

1. No
2. Yes
3. Yes
4. No
5. No
6. Yes
7. No
8. Yes
9. No
10. No
11. No
12. Yes
13. No
14. Yes
15. No
16. Yes
17. Yes
18. All

ANSWER KEY

Matching Game: What the Law Means

Page 2-12

1. C
2. D
3. A
4. B
5. F
6. E
7. I
8. G
9. H



Networking

Who are 5 people that Jose could include in his network that could help him with his problem on the job?

Want to be in an Advocacy Group? Things to First Consider

- Understand why you want to be involved in the advocacy group.
- Find out their rules for the group. Where & when do they meet? How do you get agendas for meetings?
- What basic support will the group provide?
- Can you get reading materials?
- Do you feel comfortable?
- Will you get the support that you need to be an effective and equal member?

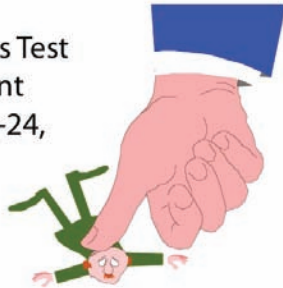
Guidelines for Participating in an Advocacy Group

- Know the rules of the group.
- Listen carefully to what is happening.
- If you don't understand something, ask questions.
- Speak out before a vote or a final decision is made.
- Keep your group materials and notes together.
- When you speak, STAY ON THE TOPIC.
- Listen to everyone with respect.
- Be assertive if you feel you are not being treated like an equal and/or being listened to with respect.
- Remember you are a team player.
- Come to meetings with a clean appearance.
- Have fun being a member.

"Ships are safe in harbor, but that
is not what ships are built for."

Are You Under Stress?

Turn to the Stress Test
in your Participant
Manuals, page 4-24,
and find out!



Tips to Manage Stress

- Exercise daily for at least 30 minutes.
- Get enough sleep every night.
- Keep a regular work/school schedule.
- Eat your meals regularly.
- Organize your time so that you have time for everything.
- Avoid alcohol, smoking and drugs in handling stress.
- Have a sense of purpose in life.
- Get within normal range of weight expectation for your age and body type.
- Take time for spiritual strengthening.
- Take time for a hobby, sport, or other leisure activity.



Are You Managing Your Stress?



Take the Stress Management Test on
page 4-24 to find out.

Write down a few things you plan to do
or change

STRESS MANAGEMENT: SOCIOLOGICAL LIFE CONTEXT

POTENTIAL SOURCES OF STRESS

The Holmes-Rahe Social Readjustment Scale

1.	_____	100	Death of a spouse
2.	_____	88	Death of a family member
3.	_____	73	Divorce
4.	_____	65	Marital separation/Termination of a relationship
5.	_____	63	Prison sentence
6.	_____	53	Serious injury
7.	_____	50	Marriage
8.	_____	47	Fired from job
9.	_____	45	Marital reconciliation
10.	_____	45	Retirement
11.	_____	44	Serious health problem
12.	_____	40	Pregnancy
13.	_____	39	Sexual problems
14.	_____	39	Birth in family
15.	_____	39	Business readjustment
16.	_____	39	Serious financial problems
17.	_____	37	Death of a friend
18.	_____	36	Change to a new job
19.	_____	35	Serious adjustment with spouse/significant other
20.	_____	33	Assume a large debt
21.	_____	29	Child moves out of home
22.	_____	29	Trouble with in-laws
23.	_____	28	Personal Achievement
24.	_____	26	Spouse changes jobs
25.	_____	26	Non-injury car accident
26.	_____	25	Living conditions change
27.	_____	24	Change personal habit
28.	_____	23	Trouble on the job
29.	_____	20	Change of job routine
30.	_____	20	Move to a new residence
31.	_____	20	Change Schools or your Major
32.	_____	19	Change in recreation
33.	_____	19	Church activity change
34.	_____	18	Social activity changes
35.	_____	17	Debt problems
36.	_____	16	Sleep problems
37.	_____	15	Family activity change
38.	_____	15	Eating habits change
39.	_____	13	Vacation
40.	_____	12	Holiday Season
41.	_____	11	Minor law violation
42.	_____	10	Coming to this class!

SCORE CATEGORY RISK OF ACQUIRING AN ILLNESS WITHIN 2 YEARS

150-250 1 in 10 (normal risk)
 251-350 3 in 10 (above average risk)
 351 & above 9 in 10 (high risk)

Add up your Total Points: _____

STRESS MANAGEMENT TEST

Circle the number on the right that corresponds to how strongly you feel about each statement:

5 Always Happens **4** Almost Always Happens **3** Sometimes Happens **2** Rarely Happens **1** Never Happens

- | | |
|--|-----------|
| 1. I exercise at least 30 minutes; 3 times a week. | 5 4 3 2 1 |
| 2. I average between 7-8 hours of sleep every night. | 5 4 3 2 1 |
| 3. I have a consistent job/work schedule. | 5 4 3 2 1 |
| 4. I have a consistent nighttime sleep pattern. | 5 4 3 2 1 |
| 5. I feel good about my present job situation. | 5 4 3 2 1 |
| 6. I have a regular meal schedule. | 5 4 3 2 1 |
| 7. I am in good overall health. | 5 4 3 2 1 |
| 8. I plan, organize, and use my time effectively. | 5 4 3 2 1 |
| 9. I feel good about the relationship I have with my partner. | 5 4 3 2 1 |
| 10. I drink LESS THAN 5 alcoholic beverages per week. | 5 4 3 2 1 |
| 11. I avoid smoking cigarettes. | 5 4 3 2 1 |
| 12. I avoid getting high on any form of drugs. | 5 4 3 2 1 |
| 13. I drink decaffeinated coffee, sodas, etc. | 5 4 3 2 1 |
| 14. I have several close friends who I can talk to about personal problems. | 5 4 3 2 1 |
| 15. I am able to live on less than I earn. | 5 4 3 2 1 |
| 16. I have a sense of purpose and direction in life. | 5 4 3 2 1 |
| 17. I am at the right weight for my height. | 5 4 3 2 1 |
| 18. I have a healthy diet and avoid foods high in fat, sugar, and cholesterol. | 5 4 3 2 1 |
| 19. I receive strength from my religious beliefs. | 5 4 3 2 1 |
| 20. I regularly set aside personal time for hobbies, to play sports, etc. | 5 4 3 2 1 |

Scoring

Above 85: Excellent stress management

70-80: Good stress management

Below 70: Improvement in stress management needed

TOTAL SCORE: _____

MODULE FIVE:

Ajudante'ta: Sitbusu Siha Para I Taotao

Services Currently Available on Guam For Individuals with Disabilities



Module 5: Services Available in Guam

Ajudante'ta: Setbisio Siha Para I Taotao

2010 Guam Directory of Services & Resources for Individuals with Disabilities



Available in PDF form for download at:
www.guamcedders.org

Early Intervention Programs Children: Birth to 5 years



- Guam Early Intervention System
 - Guam Public School System: Guma Nene
 - Pediatric Evaluation and Developmental Services-University of Guam (PEDs)
- Head Start
- Parent Agencies Networking (PAN)



Early Intervention Programs Children: Birth to 5 years

- Family Resource Center
- University of Guam: Early Childhood Program and Special Education Program
- Guam Early Hearing Detection (Guam EHD)
- 2009 Nene Directory



Education: Children & Young Adult (K-12)

- Guam Public School System-Division of Special Education
- Guam Community College (Services to Students with Disabilities)
- University of Guam
 - Guam CEDDERS



Employment Age Adults (18 Yr. - Senior Citizens)



- AHRD & Department of Labor
- One Stop Career Center
- Dept of Administration
- Client Assistance Program (CAP)
- Catholic Social Services (CSS)
- Vocational Rehabilitation (DVR)
- Community Organizations:
 - Guma Mami
 - Asmuyao
 - Oasis
 - Able Industries



Transportation

- Interfaith Volunteer Caregivers Inc.
- Guam Regional Transit Authority (GRTA)
- Senior Citizen
- Tourist Trolley
- Barrier Free Accessible Transportation



Housing and Community Living



- Guam Housing and Urban Renewal Authority (GHURA)
- Guma Bethesda
- Dept. of Public Health (DPHSS)
- Dept. of Mental Health & Substance Abuse (DMHSA)



Housing and Community Living

- Catholic Social Services
 - Adult Day Care (Elderly)
 - Caridad I (24 hr. shelter for children)
 - Caridad II & III (referrals by DISID)
 - Liheng Transitional Home (homeless)
 - Housing for the Elderly
- Division of Support Services - DISID
 - Assisted Living Needs



Health Services

- Guam Memorial Hospital Authority (GMHA)
- Dept. of Public Health & Social Services (DPHSS)
- Dept. of Mental Health and Substance Abuse (DMHSA)



Notes:

Services Available on Guam for Individual with Disabilities

Years 2009 - 2010

Services for Children from Birth to 5 years

- Guam Early Intervention System 735-NENE/6363
 - Guam Public School System: Guma Nene'
 - Pediatric Evaluation and Developmental Services (PEDS) 735-2455
- Head Start 735-0484, 85
- Parent Agencies Networking (PAN) 637-4227
- Family Resource Center 300-2289
- University of Guam: Early Childhood Program and Special Education Program 735-2440
- Guam Early Hearing Detection Program 735-2478

Education: Children-Young Adult (K-12th)

- Guam Public School System Division of Special Education 475-0552
- Guam Community College (Disabilities Services) 735-5566/5584
- University of Guam CEDDERS
(Center for Excellence in Developmental Disabilities Education, Research, and Service)..... 735-2481

Employment Age Adults (18 Years-Senior Citizens)

- Agency for Human Resources Development (AHRD) 475-0750
- Department of Labor 647-6400
- One Stop Center
- Department of Administration..... 475-1288
- Client Assistance Program (CAP) 637-4227
- Catholic Social Services (CSS) 649-5717
- Department of Integrated Services for Individuals w/Disabilities 475-4646
- Division of Vocational Rehabilitation (DVR)..... 475-4635
- Asmuyao Community School 475-9276
- Guma Mami 477-1505/1757

Transportation

- Interfaith Volunteer Caregivers, Inc. 477-2273/or 472-2944
- Guam Regional Transit Authority 475-4616/4686
- Setbisio Para I Manamko (SPIMA)..... 649-1941
- Barrier Free Accessible Transportation 632-9473

Services Available on Guam for Individual with Disabilities

Years 2009 - 2010

Housing and Community Living

- Guam Housing and Urban Renewal Authority (GHURA) 477-9851
- Guma' Mami, Inc. 477-1505/1757
- Department of Public Health (DSC)..... 475-0267
- Department of Mental Health 647-5440/9269
- Catholic Social Services 649-5014, 477-6119
- Adult Day Care (Elderly) 635-1450 or 477-6319
- Caridad I (24 hr. shelter for children) 649-7004
- Caridad Group Home II & III (Referral only through DISID) 635-1413
- Liheng Transitional Home Program (homeless) 635-1413
- Housing for the Elderly..... 635-1473
- Division of Support Services (for Assisted Living Needs - Guam Mental Health) 475-4629
- Guma Bethesda 969-6172

Health Services

- Guam Memorial Hospital Authority (GMHA) 647-2491/2489
- Department of Public Health and Social Services (DPHSS) 735-7384
- Adult Protective Service/Child Protective Service 735-7243/2653
- Department of Mental Health and Substance Abuse (DMHSA) 647-5440/9269

Advocacy and Legal Services

- Client Assistance Program (CAP) 637-4227
- Public Defenders Services Corp. 475-3100
- Guam Legal Services Corp. 477-9811-3
- Guam Developmental Disabilities Council 735-9127
- Guam System for Assistive Technology (GSAT) 735-2490-3
- University of Guam CEDDERS
(Center for Excellence in Developmental Disabilities Education, Research, and Service) 735-2481/0

Support Groups (Active in 2009)

- Down's Syndrome Association, contact Ann Marie Cruz 653-7991
- Autism Community Together (ACT) 653-7991
- Parent Agencies Network (PAN)..... 637-4227
- Guam Identifies Families Terrific Strengths (G.I.F.T.S.) 477-GIFT (4438)
- Guam Parent Information Resource Center (Guam PIRC)..... 477-7472

RESOURCES

TO OBTAIN FURTHER INFORMATION ON:

Attitudes

Barrier Awareness Series

Rehabilitation Research Institute
The George Washington University
Washington, D.C. 20052

Attitudes and Disability: An Annotated Bibliography 1975-1981.

Elaine Makas
Regional Rehabilitation Research Institute on
Attitudinal, Legal and Leisure Barriers
George Washington University
603 Park Lane Bldg.
2025 I Street N.W.,
Washington D.C. 20052

Employment

*Handbook of Employment Rights of the Handicapped:
Sections 503 and 504 of the Rehabilitation Act of 1973*
President's Committee on Employment of the
Handicapped
Washington, D.C. 20052

Independent Living

Access Travel: Airports: A Guide to Accessibility of Terminals
Airports Operators Council International, Inc.
1700 K Street, N.W.
Washington, D.C. 20006

The Assertiveness Program Curriculum
by Laura Crawford and Mary Hart-Furman
People First of Washington
P.O. Box 381
Tacoma, WA. 98401

How to Get Services by Being Assertive.
Charlotte Des Jardins
Coordinating Council for Handicapped Children
407 South Dearborn-Room 680
Chicago, IL 60605

*Independent Living and Mentally Retarded Persons: The
Role of Independent Living Programs.*
Carol Sigelman and Jerry Parham
Issues in Independent Living Series
Independent Living Research Utilization Project
Houston, TX .

Legal Information

*Advocates Training Manual: For Protecting the Rights
of the Developmentally Disabled.*

Diane Perrevra, MSW.
Protection and Advocacy System for Developmental
Disabilities, Inc.
175 Fifth Avenue
New York, NY 10010

*Law and Disabilities: A Selected Annotated
Bibliography of*

Articles in Legal Periodicals, 1876-1978.
Deborah J. Topp and Debra Cornelius
Regional Rehabilitation Research Institute on
Attitudinal, Legal and Leisure Barriers
George Washington University
603 Park Lane Bldg.
2025 I Street N.W.,
Washington D.C. 20052

Organizing an Advocacy Group

*How to Organize an Effective Parent/Advocacy Group
and Move Bureaucracies.*
Charlotte Des Jardins
Family Resource Center on Disabilities
20 E. Jackson Blvd. Room 900
Chicago, IL 60604
(312) 939-3513
(800) 952-4199

How to Start a Self-Advocacy Group.
Anne Hutchins
Association for Retarded Citizens/Massachusetts
217 South Street
Waltham, MA 02154

People First: Evolution Toward Self-Advocacy.
D. Heath, V. Schaaf, and L. Talkington
Developmental Research Series, No. 43
People First
P.O. Box 381
Tacoma, WA 98401

Planning Effective Advocacy Programs.
Frank Bowe and John Williams
The American Coalition of Citizens
with Disabilities, Inc.
1200 15th St., NW
Washington, D.C. 20005

Personal Material

What We Value. What is Ours.

Ed: Sally Puff

The Washington State Protection and Advocacy
Agency for Persons with Developmental
Disabilities
Seattle, WA 98401

One in Eight: A Profile of Disabilities in Vermont

Vermont Center for Independent Living
174 Riber Street
Montpelier, VT 05602

*Self-Advocacy Resource Materials Manual for
Developmentally Disabled Persons.*

Barbara Raisen

ACCESS

Association for Retarded Citizens
Dade County, 8405 N.W.
66th Street, Suite 100
Miami, FL 33166

Conference Material on Self-Advocacy

Tony Apollone and Thomas P. Cook
California Department of Rehabilitation
830 K Street Mall
Sacramento, CA 95814

People First of Washington
and Self-Advocacy Project
Rehabilitation on Research and Training Center
University of Oregon

REFERENCES

- Consumer Council Orientation Meeting.* (1995) AAUAP Consumer Council. ADD Project of National Significance UMKC Institute for Human Development, A University Affiliated Program.
- Eddy, B.A., Cohen, G.J. and Griggs, P. (1989). *How to Be An Effective Board Member: A Manual for Facilitators* Missouri Planning Council for Developmental Disabilities.
- Gobel, S. [Edited by Gobel, S. & Flynn, J.] *Not Another Board Meeting! Guides to Building Inclusive Decision Making Groups.* Oregon Developmental Disabilities Council, Salem, OR
- Hawaii's Vision for Persons with Developmental Disabilities: Direct Care Providers Training Program.* Hawaii University Affiliated Program, University of Hawaii, Manoa, Honolulu, HI 96822
- How to Get Services by Being Assertive.* (1993) Family Resource Center on Disabilities, Chicago, IL
- How to Organize an Effective Parent/Advocacy Group and Move Bureaucracies* (1993). Family Resource Center on Disabilities, Chicago, IL
- Keys to the Future: A Handbook for Parents of Children with Disabilities,* (1990) Idaho State Council on Developmental Disabilities
- Lowstuter, Clyde C. and Robertson, David P. *In Search of the Perfect Job.* (1992) McGraw-Hill, Inc. NY
- People First of Kansas City: Evaluation Activities and Self-Advocacy Information* (1980). North Kansas City People First, University of Missouri - Kansas City, University Affiliated Program for Developmental Disabilities, Kansas City, MO
- Self-Advocacy is...People First.* North Kansas City People First, University of Missouri - Kansas City, University Affiliated Program for Developmental Disabilities, Kansas City, MO
- The National Agenda for Achieving Better Results for Children and Youth with Disabilities* (1994). U.S. Department of Education, Washington, D.C.

For more information and resources visit the Guam CEDDERS website at:
www.guamcedders.org



The *Self-Advocacy Participant Manual* is a publication of the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS).

Produced with 100% funding support from the U.S. Department of Health & Human Services, Administration on Developmental Disabilities, Grant No. 90DD0647-03 and facilitated by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS).

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