# **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

Cover picture of Clinton Mesa, Marlon Malones and Erlinda Tydingco.

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# **MODULE ONE:**

Hafa Kumeke’lekta

# **Advocacy and Self-Advocacy:**

Definitions, Cultural Influences and Needs of Individuals with Disabilities

PowerPoint slide saying: Welcome! Self-Advocacy Workshop. Quote: never doubt that a small group of thoughtful, vomited citizens can change the world. Indeed, it’s the only thing that ever has. Margaret Mead

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PowerPoint slide 2 saying: This Workshop will: provide you with essential knowledge and skills necessary for you or your family to be effective self-advocates.

PowerPoint slide 3 asking: What does advocacy mean to you?

PowerPoint slide 4 saying: Advocacy Means:

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

PowerPoint slide 5 saying: 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.

PowerPoint slide 6 asking: 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

PowerPoint slide asking: 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

PowerPoint slide 2 saying: 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?

PowerPoint slide 3 saying: 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.

PowerPoint slide 4 saying: Individuals Become Empowered When

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

PowerPoint slide 5 saying: 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.
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**

PowerPoint slide saying: Module 2: Legal Rights. Quote: 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

PowerPoint slide 2 saying: 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.

• **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.

PowerPoint slide saying: 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.

PowerPoint slide 2 saying: SPECIFIC LEGAL RIGHTS: Section 504 Rehabilitation Act of 1973.

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

PowerPoint slide 3 saying: 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

PowerPoint slide 4 saying: 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.

PowerPoint slide 5 saying: ADA – Title I

* Restricts question about disability
* Require employers to make reasonable accommodation to the known limitations.
* Undue hardship limitations

PowerPoint slide 6 saying: 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-identity

PowerPoint slide 7 saying: ADA – Reasonable Accommodation

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

PowerPoint slide 8 saying: ADA Title II

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

PowerPoint slide 9 saying: ADA – Title II (Transportation)

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

PowerPoint slide 10 saying: 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.

PowerPoint slide 11 saying: ADA – Title II

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

PowerPoint slide 12 saying: 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.

PowerPoint slide 13 saying: 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 preference, 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

PowerPoint slide 14 saying: 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

PowerPoint slide 15 saying: 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

PowerPoint slide 16 saying: 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

PowerPoint slide 17 saying: Voter Accessibility Act (42 USCS, 1973ee)

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

PowerPoint slide 18 saying: Technology Related Assistance to Individuals with Disabilities (PL 100 – 407)

* Provide 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.

PowerPoint slide 19 saying: 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.

2. Defines developmental disabilities and requires states to have a plan and ways to monitor services.

3. Public transportation must provide for persons with disabilities.

4. Provides priority storage space for equipment and free attendant travel on commercial airlines.

5. Provides support to promote the availability of assistive technology.

6. Polling places must be accessible.

7. Assures nondiscrimination in securing housing.

8. Prohibits discrimination against persons with disabilities in employment, public services, and transportation.

9. Provides secondary education and transition services for youth.

A. Section 504 Rehabilitation Act of 1973 (PL93-122)

B. Air Carrier Accessibility Act (PL99-435)

C. Education of Handicapped Children Act and Amendments (PL94-142, PL99-457. and PL 98-199)

D. DD Assistance and Bill of Rights Act of 2000 (PL106-402)

E. Voter Accessibility Act (42 USCS,1973ee)

F. Technology Related Assistance to Individuals with Disabilities (PL100-407)

G. Americans with Disabilities Act (ADA) (PL101-336)

H. Individuals with Disabilities Education Act (IDEA) (PL101-476)

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

PowerPoint slide saying: Module 3: Expectations & Goals. Quote: Even if you’re on the right track, you’ll get run over if you just sit there. Will Rodgers. Quote: 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.

PowerPoint slide 2 asking: 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.

## Chart showing Myths that may create problems.

|  |  |  |
| --- | --- | --- |
| 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.

PowerPoint slide asking: 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 of 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 accepting the status quo when legislation is not implemented

PowePoint slide 2 saying: 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

PowerPoint slide 3 saying: 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)

PowerPoint slide 4 saying: 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?

PowerPoint slide 5 saying: 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

PowerPoint slide 5 saying: 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

PowerPoint slide 6 saying: 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 (PART)

PowerPoint slide 7 saying: Identify Your Natural Supports

* Circles of Natural Supports Chart

Notes:

# Circles of Natural Support Activity Sheet

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**

PowerPoint slide saying: Module 4: Methods & Strategies. Quote: …To be what you must, Just reach out for what you are…..” Yusuf Islam, aka Cat Stevens

PowerPoint slide 2 saying: Emotional Roller Coaster.

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

PowerPoint slide 3 saying: 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

Line Chart of Emotional Roller Coaster

* EMOTIONAL STABILITY “I’m okay!”
* AWARENESS “I’m being treated unfairly here!”
* DENIAL “It’s not really a problem.”
* ANGER “I’m really upset that I’ve been treated unfairly!”
* DEPRESSION “There is really nothing I can do about it.”
* ACCEPTANCE “I just have to live with it.”
* EMOTIONAL STABILITY “I’m okay...I think.”

# THE EMOTIONAL ROLLER COASTER: WHEN USING SELF-ADVOCACY

Line Chart of Emotional Roller Coaster

* EMOTIONAL STABILITY “I’m okay!”
* DENIAL “It’s not really a problem.”
* ANGER “I’m really upset that I’ve been treated unfairly!”
* SELF ADVOCATE “I’m going to do something about this. I CAN change things.”
* TAKING ACTION “I will get help and fight for my rights.”
* ACCEPTANCE “I have changed things and do not have to live with being treated unfairly.”
* EMOTIONAL STABILITY “I’m okay!”

PowerPoint slide saying: 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

PowerPoint slide 2 saying: Brainstorm!

* What skills are needed?

PowerPoint slide 3 saying: 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

# BUILDING SELF CONFIDENCE Activity Sheet

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?

# 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.

PowerPoint slide saying: 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

PowerPoint slide 2 saying: Feeling Confident is IMPORTANT! Quote: To love oneself is the beginning of a life long romance. Oscar Wilde

PowerPoint slide 3: Develop Problems 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!

PowerPoint slide 3 saying: 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

PowerPoint slide 4 saying: Pacific Island Non-Verbal Communicators.

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

PowerPoint slide 5 saying: Non-Verbal Communicators in Pacific Island Cultures: 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

PowerPoint slide 6 saying: Non-Verbal Communicators in Pacific Island Cultures: 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

PowerPoint slide 7 saying: 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

PowerPoint slide 8 saying: 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 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!

PowerPoint slide 9 saying: Non-Verbal Communicators in Pacific Island Cultures: 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”

PowerPoint slide 10 saying: Non-Verbal Communicators in Pacific Island Cultures: 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.

PowerPoint slide 11 saying: Communication Wants, Feelings, or Needs

1. Non-Assertive
2. Aggressive
3. Assertive

PowerPoint slide 12 saying: 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

PowerPoint slide 13 saying: 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

PowerPoint slide 14 mentions quote: Some cause happiness wherever they go; others, whenever they go. Oscar Wilde.

PowerPoint slide 15 saying: 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

PowerPoint slide 16 saying: 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

PowerPoint slide 17 saying: How You Tend to Look

ASSERTIVE:

* You stand tall
* You look at people
* You speak clearly

PowerPoint slide 18 saying: How Others SEE You

NON-ASSERTIVE

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

AGGRESSIVE

* Troublemaker
* Childish
* Loudmouth
* Immature
* Inappropriate

PowerPoint slide 19 saying: How Others SEE YOU

ASSERTIVE

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

PowerPoint slide 20 saying: 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.

PowerPoint slide saying: Writing It Down.

* Documentation
* Use fact
* Not your thing?

Use your network for help

PowerPoint slide 2 saying: Parts of Good Written Documentation

* Open with positive thoughts
* State the facts and the problem
* State what support your claim.

- Law? Policy? Practice?

* Tell me 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:

PowerPoint slide saying: 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

PowerPoint slide 2 saying: 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.

PowerPoint slide 3 saying: 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).

PowerPoint slide 4 saying: 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.

PowerPoint slide 5 saying: 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?

PowerPoint slide 6 saying: 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

PowerPoint slide 7 quote: 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?

#1

#2

#3

#4

#5

PowerPoint slide asking: 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?

PowerPoint slide 2 saying: 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 clean appearance
* Have fun being a member

PowerPoint slide 3 mentions quote: Ships are sage in harbor, but that is not what ships are built for.

PowerPoint slide 4 asking: Are You Under Stress?

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

PowerPoint slide 5 saying: 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

PowerPoint slide 6 asking: 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**

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 very 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**

PowerPoint slide saying: Module 5: Services Available in Guam. Ajudante’ta: Setbisio Siha Para I Taotao

PowerPoint slide 2 saying: 2010 Guam Directory of Services & Resources for Individuals with Disabilities. Available in PDF form for download at: www.guamcedders.org

PowerPoint slide 3 saying:

Early Intervention Programs Children: Birth to 5 years.

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

PowerPoint slide 4 saying: 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 EHDI)
* 2009 Nene Directory

PowerPoint slide 5 saying: 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 CEDDERS
	+ Guam CEDDERS

PowerPoint slide 6 saying: 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
	+ Guam Mami
	+ Asmuyao
	+ Oasis
	+ Able Industries

PowerPoint slide 7 saying: Transportation

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

PowerPoint slide 8 saying: 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)

PowerPoint slide 8 saying: Housing and Community Living

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

PowerPoint slide 9 saying: Health Services

* Guam Memorial Hospital Authority (GMHA)
* Dept. of Public Health & Social Sevices (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

## **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 19751981.

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

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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

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Lowstuter, Clyde C. and Robertson, David P. In Search of the Perfect Job. (1992) McGraw-Hill, Inc. NY

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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

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