# **Self-Advocacy**

A Training Program for Individuals with Disabilities & their Families

# **Participant Manual**

Cover picture of a group of Self-Advocates.

University of Guam Logo

Guam CEDDERS Logo

Prepared by Velma A. Sablan, PhD. Guam University Affiliated Program (UAP) March 30, 1996

Revised by Ginger S. Porter, M.Ed

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# **MODULE ONE:**

Hafa Kumeke’lekta

# **Advocacy and Self-Advocacy:**

Definitions, Cultural Influences and Needs of Individuals with Disabilities

PowerPoint slide 1 saying: Welcome! Self-Advocacy Workshop. Quote: My life was put into my hands just like your lives are put into yours. You are the person in the front seat of your car. You are the one who decides whether your car goes down a bad path or a good path. You are the one who decides what defines you. Lizzie Velasquez

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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. What does “advocacy” mean to you?

PowerPoint slide 3 saying: Advocacy Means:

* Bringing together many ideas, resources, and actions to solve a problem.
* Knowing your rights and helping people get their rights.
* Building confidence so that people can help themselves.

PowerPoint slide 4 saying: Advocacy Requires:

* The right tools for good decision and actions
* Involving others in problem solving
* Action

PowerPoint slide 5 asking: How is Advocacy Different from Self-Advocacy?

* **Advocacy** is when you speak out to support a cause.
* **Self-Advocacy** is speaking out for yourself and taking charge of what you want to do.

PowerPoint slide 6 saying: Self-Advocacy Supports Self-Determination

**Self-Determination**

* The belief that all individuals have the right to direct their own lives
* A self-determined person believes they have the attitude and ability to direct their life and make choices for their actions, free from influence or interference from others.

PowerPoint slide 7 asking: What can you do to become self-determined?

**You can:**

* Make choices.
* Direct your own plans and supports.
* Ask for accommodations.
* Learn to explain your strengths, interests, and support needs.

**You can:**

* Set goals
* Take reasonable risks
* Try another way
* Take pride in your disability. Be you!
* Learn and use leadership skills

PowerPoint slide 8 asking: Does Guam’s culture affect advocacy and self-determination?

* I man handicap the handicap
* I man na’ma’si the pitiful ones
* I man inucentu the innocent
* I man malangu the sick ones

PowerPoint slide 9 saying: Self-Advocacy Empowers

* You become confident
* You get the opportunity to advocate for yourself at home, in your community, on the job, on transit.

# **Group Activity**: Shared Views of Advocates and Self-Advocates

Aileen and her friends are purchasing movie tickets at a local movie theater. When she informed the ticket lady that she needs an assistive technology device such as “audio/video descriptor” – a device describing in words what is going on in the screen, the ticket lady said they don’t offer such kind of accommodations in their facility. What do you think Aileen should do or tell the person she’s talking with?

**You are**

* in the ADVOCATE group
* in the SELF-ADVOCATE group

List 3 things you would do to take action against the movie theatre

* #1
* #2
* #3

PowerPoint slide 10 saying: Self-Advocacy helps you:

* Stick to it, NEVER give up
* Ask for help
* Understand and talk about teasing
* Believe in yourself
* Respect others
* Act with honesty
* Learn the skills to advocate for yourself while respecting the rights of others
* Get support, education, information, and opportunity
* Communicate with your family, culturally diverse groups, and underrepresented groups of persons with disabilities

PowerPoint slide 11 saying: You become empowered when:

* You impact policy and practice through partnerships and alliance with agencies and disability/non-disability groups.

PowerPoint slide 12 saying: You become empowered when:

* You are provided the opportunity 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. If you have a disability, you should hide it so people will think you are not different.
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 have a disability, you cannot expect a public school to the door, and there is no ramp, your rights are being violated.
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: I speak not for myself but for those without voices… those who have fought for their rights… their right to live in peace, their right to be treated with dignity, their right to equality of opportunity, their right to be educated. – Malala Yousafzai.

PowerPoint slide 2 saying: Rights come with responsibilty

* **Independent living & spending**
	+ Pay all bills first
	+ After obligations, then decide on extra $$
* **Voting**
	+ Register to vote
	+ Know the issues, the candidates & what they support
	+ Vote during elections

PowerPoint slide 3 saying: Rights come from values. Values drive policy.

* You must have a voice in your own affairs and decisions.
* You have the right to make choices.
* You have the freedom to express your views in a form of your choice.
* You are entitled to supports when making a decision.
* You should be treated with dignity and respect.
* You have the same equal, legal, and human rights as everyone else.

# **Group Activity: Rights of Individuals 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 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 person 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 4 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 to 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

PowerPoint slide 5 saying: Basic Rights of Persons with Disabilities

* The Right to Ask for Necessary Accommodations in Education, Employment and Community Living.
* The Right to Self-Determination or Self-Directed Activities
* The Right to Be Independent and to Have Cultural Competency
* The Right to Be in Charge of Own Finances To a Degree Where One is Capable
* The Right to Exercise and Accept the Responsibilities of an Active Citizen in a Democracy

PowerPoint slide 6 saying: SPECIFIC LEGAL RIGHTS: Section 504 Rehabilitation Act of 1973 (PL 93-122)

* **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 7 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 8 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 9 saying: 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.
* Restricts questions about disability
* Requires employers to make reasonable accommodations to the known limitations.
* Addresses undue hardship limitations

PowerPoint slide 10 saying: ADA – Reasonable Accommodation

* To enable persons with disabilities to complete essential job function in a timely manner.
* Required to self-identity
* Reasonable accommodation for persons with significant disabilities MAY include workplace personal assistant
* Justify workplace Personal Assistant with a Self-Assessment.
	+ Essential job functions
	+ How accomplished: AT or person
	+ How much time required

PowerPoint slide 11 saying: 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 III

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

PowerPoint slide 12 saying: ADA – Title III

* 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 13 saying: ADA – Title IV (Section 255)

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

21st Century Communications and Video Accessibility Act (PL 111-260)

* Cell phones & handsets, video, video navigation menus, internet-based voice communication and relay services must be accessible to all including those with vision & hearing loss and those who are unable to read.
* This includes emergency and real time text support.

PowerPoint slide 14 saying: The Developmental Disabilities Assistance and Bill of Rights Act of 2000

* Defines developmental disabilities and required services.
* Requires a Developmental Disabilities Council (DDC)
	+ Direct services – coordinated systems of supports, systems change
* Protection and Advocacy system (P&A) – Guam Legal Services Corporation (GLSC)
	+ Direct services – protects legal and human rights of individuals with disabilities
* UCEDD – Guam CEDDERS
	+ Pre-services, training and technical assistance, research, evaluation

PowerPoint slide 15 saying: Education of All Handicapped Children Act (PL 94-142)

* You have a right to a **Free Appropriate Public Education** (FAPE).
* Your education with related services is to be provided in the least restrictive environment
	+ Written with your improvement and consent of parents
	+ IEPs may not be predetermined by the school team.
* **Due process** rights are included in this law.

PowerPoint slide 16 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 through a 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
		- Students should be involved in their own meetings and may invite others to be in their team.

PowerPoint slide 17 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 C (Sec. 303)
	+ 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 18 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.

PowerPoint slide 19 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.

Fair Housing Act Amendments

* No persons shall be denied housing based only because of a disability.

PowerPoint slide 20 saying: Air Carrier Accessibility Act 1986 (PL 99 – 435)

* No discrimination on the basis of physical disability for individuals traveling on commercial airlines.
* Gives 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
* New Rule Manual wheelchairs (2) can travel in passenger compartment. Website information and automated ticket kiosks must become fully accessible.

PowerPoint slide 21 saying: Voter Accessibility for the Elderly and Handicapped Act (VAEHA)

* 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.

PowerPoint slide 22 saying: Achieving a Better Life Experience (ABLE) Act of 2013

* A tax-advantages savings account
* An eligible individual must have disability before age 26
* An eligible person may have one ABLE account
* Any person can contribute up to $15,000/year
* Has limitations
* Guam ABLE Savings Program (PL 34-144)

PowerPoint slide 23 saying: ABLE Qualified Expenses

* Education
* Housing
* Transportation
* Employment
* Training & Support
* Assistive Technology
* Personal Support Services
* Health, Prevention & Wellness
* Financial management & administrative services
* Legal fees
* Expenses for oversight & monitoring
* Other expenses

PowerPoint slide 24 saying: Local Legislation

* Handicapable Employment Act 1991
	+ Applied to Government of Guam
	+ 700 hour program
	+ coordinated by DOA
	+ Non-competitive appointment
	+ Referrals through DVR
* The 2% Law

PowerPoint slide 25 saying: Rights Violated? SPEAK UP!

* Decisions can be appealed
* Learn why your rights are limited
* Keep asking questions
* Find out your choices
* Find out who to talk to
* Say what should change

Fighting for a Cause

 “nothing in life is more liberating than to fight for a cause larger than yourself, something that encompasses you, but is not defined by your existence alone.” – John McCain

# 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. Cell phones, video navigation, internet based voice communications, relay services, and real time text

 must be accessible

3. Public transportation must provide for persons with disabilities.

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

5. Polling places must be accessible.

6. Assures nondiscrimination in securing housing.

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

 transportation.

8. 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. 21st Century Communications and Video Accessibility Act

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

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

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

H. 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’Cho Siha

## Expectations and Goals for Services for Individuals with Disabilities

PowerPoint slide 1 saying: Module 3: Expectations & Goals. Quote: I think the only thing I can say is don’t give it up. Your inner voice will find its way out. Mine did. – Carly Fleischman

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

*PowerPoint slide 3 includes video clip.*

# Expectations and Goals for Service Providers

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

1.

2.

3.

What might these providers do to promote independence?

1.

2.

3.

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

1.

2.

3.

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

1.

2.

3.

# **Advocacy Beliefs**

Tell how each statement 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 Beliefs that may create problems.

|  |  |  |
| --- | --- | --- |
| STATEMENT | 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.  |  |  |

PowerPoint slide 4 asking: How Can These Statements 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

PowerPoint slide 5 saying: More Advocacy Statements

* 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 6 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)

# **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 7 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 8 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 9 saying: Natural Supports to Self-Advocacy: AGENCIES.

* DVR
* DISID
* Client Assistance Program
* Banks
* Guam Police Dept.
* Attorney General’s Office
* Department of Education
* Village Church/Ministries
* Village Mayor’s Office
* Guam Memorial Hospital
* Guam Public Library

PowerPoint slide 10 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 **(PAIR)**
	+ Protection and Advocacy for Assistive Technology **(PART)**

PowerPoint slide 11 includes video clip

PowerPoint slide 12 saying: Identify Your Natural Supports

* **Circles of Natural Supports Chart**

# 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: You should never view your challenges as a disadvantage. Instead, it’s important for you to understand that your experience facing and overcoming adversity is actually of your biggest advantages. – Michelle Obama

PowerPoint slide 2 include video clip

PowerPoint slide 3 saying: Emotional Roller Coaster.

* Unfairness and No Action, page 4-3
* Unfairness and Self-Advocacy, page 4-4
* How are these the same?
* How are they different?

# 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 4 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 5 saying: Brainstorm!

* What skills are needed?

PowerPoint slide 6 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 How to Use the legal System
* Managing Stress When the Need Arises

# 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?

*See the next page to find out which words may be considered positive or 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.

PowerPoint slide 7 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 8 saying: Feeling Confident is IMPORTANT! Quote: my dad always told us that you can have your one good cry. And then you have to pick your chin up, smile, and move on to the positive. – Lizzie Velasquez

PowerPoint slide 9: 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 10 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 11 saying: Pacific Island Non-Verbal Communicators.

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

PowerPoint slide 12 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 13 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 14 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 15 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

PowerPoint slide 16 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 17 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 18 saying: Communication Wants, Feelings, or Needs

1. Non-Assertive
2. Aggressive
3. Assertive

PowerPoint slide 19 saying: Being NON-ASSERTIVE/PASSIVE is when you:

* 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 20 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 21 mentions quote: When the whole world is silent, even one voice becomes powerful. – Malala Yousafzai

PowerPoint slide 22 saying: Being ASSERTIVE is when you

* 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

PowerPoint slide 23 saying: How You Tend to Look when you communicate.

NON-ASSERTIVE/PASSIVE

* 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 24 saying: How You Tend to Look

ASSERTIVE:

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

PowerPoint slide 25 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 26 saying: How Others SEE YOU

ASSERTIVE

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

PowerPoint slide 27 saying: 4 Parts to ASSERTIVENESS

1. Decide. 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, so be patient and respectfully communicate
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.*

1. 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?
2. 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.
3. Describe how the *co-worker* will see Jose as he communicates.

PowerPoint slide 28 saying: 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

PowerPoint slide 29 saying: being Assertive is IMPORTANT! Quote: Am I going to let the people who called me a monster define me? No. I’m gonna let my goals and my success and my accomplishments be the things that define me. – Lizzie Velasquez

PowerPoint slide 30 includes video clip.

PowerPoint slide 31 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 32 saying: 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.

PowerPoint slide 33 saying: TAKING LEGAL ACTION

Get free legal help by contacting:

* Office of the Public Defender;
* Guam Legal Services
* The American Civil Liberties Union;
* The Guam Bar Association;
* Office of the Attorney General;
* Others (see Module 5 for specific advocates, pages 5-3 and 5-5).

PowerPoint slide 34 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 35 saying: NETWORKING is like “net 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 net fishing?

PowerPoint slide 36 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

Brainstorming!

* Manual Page 4-20
* Help Jose build a network

Notes:

# **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 (F)

4. B

5. E

6. H

7. F (A)

8. G

# 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
* 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 in a group
* Keep your group materials and notes together
* Come to meetings with a neat 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. – **John A. Shedd**, 1928 Book of Adages

PowerPoint slide 4 asking: Are You Under Stress?

Turn to the Holmes-Rahe Life Stress Inventory in your Participant Manuals, page 4-23, 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 INVENTORY**

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 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: 2019-2020 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 Department of Education
	+ Guam Early Intervention System
	+ Early Childhood Special Education Pre-school Services
	+ Guam Head Start Program
	+ Family Resource Center
* University of Guam
	+ Guam Early Hearing Detection & Intervention (Guam EHDI) Project

PowerPoint slide 4 saying: Early Intervention Programs Children: Birth to 5 years

* Karinu Early Childhood Program, DPHSS
* Project Bisita I Familia, DPHSS
* Community Organizations:
	+ Guam Positive Parents Together, Inc. (GPPT)
	+ Parents Empowering Parents, Inc. (PEP)

PowerPoint slide 5 saying: Education: Children & Young Adult (K-12)

* Guam Department of Education, Division of Special Education
* Guam Community College (Services to Students with Disabilties)
* University of Guam CEDDERS
	+ Guam CEDDERS/Guam System for Assistive Technology (GSAT)

PowerPoint slide 6 saying: Employment Age Adults (18 Yr. – Senior Citizens)

* Guam Community College, Workforce Development Program
* Guam Department of Labor
	+ American Job Center (AJC)
	+ One Stop Career Center
	+ Guam Employment Services
	+ Senior Community Service Employment
* Dept. of Administration
* Client Assistance Program (CAP)
* Catholic Social Services (CSS)
* Department of Integrated Services for Persons with Disabilities (DISID)
* Division of Vocational Rehabilitation (DVR)
* Community Organizations
	+ Asmuyao Community School
	+ Guam Mami, Inc.
	+ Oasis Empowerment Center
	+ iCAN Resources, Inc.

PowerPoint slide 7 saying: Transportation

* Guam Regional Transit Authority (GRTA)
* Tourist Trolley
* Stroll Guam

PowerPoint slide 8 saying: Housing and Community Living

* Guam Housing and Urban Renewal Authority (GHURA)
	+ Family Self-Sufficiency (FSS) Program
	+ Guma’Trankilidat
	+ Section 8
* Guma’ Mami, Inc.
* Dept. of Public Health & Social Services (DPHSS)
* Guam Behavioral Health & Wellness Center (GBHWC)
* Habitat for Humanity
* Guam Homeless Coalition
* Sanctuary Inc.
	+ Co-ed Emergency Shelter
	+ Youth Transitional Living Program

PowerPoint slide 8 saying: Housing and Community Living

* Catholic Social Services
	+ Alee Shelters I & II
	+ Emergency Receiving Home
	+ Guam’ San Jose Units I & II
	+ Liheng I, II & III Programs
	+ Karidat Support
* Division of Support Services – DISID
	+ Assisted Living Needs
* GSAT
* Akudi Loan Program

PowerPoint slide 9 saying: Health Services

* Guam Memorial Hospital Authority (GMHA)
* Dept. of Public Health & Social Services (DPHSS)
	+ Adult Protective Services
	+ Child Protective Services
* Guam Behavioral Health & Wellness Center (GBHWC)
* Guam Regional Medical City (GRMC)
* Sagua Managu Birthing Center

PowerPoint slide 10 saying: Advocacy and Legal Services

**Guam Legal Services**

* Protection and Advocacy for the Developmentally Disabled (PADD)
* Protection and Advocacy for Individuals with Mental Illness (PAIMI)
* Protection and Advocacy for Individual Rights (PAIR)

PowerPoint slide 11 saying: Advocacy and Legal Services

* Public Defender Services Corp.
* Client Assistance Program
* Guam Developmental Disabilities Council
* Guam System for Assistive Technology
* University of Guam CEDDERS

PowerPoint slide 11 saying: Support Groups of 2019

* Autism Community Together
* Down Syndrome Association of Guam (DSAG)
* Guam’s Positive Parents Together (GPPT)
* Parent Agencies Network
* I Famagu’on-ta
* Parents Empowering Parents of Children with Disabilities, Inc. (PEP)
* Guam Early Hearing Detection & Intervention (Guam EHDI) Project, Project Fitme

Notes:

# **Services Available on Guam for Individual with Disabilities Years 20019 - 2020**

## **Services for Children from Birth to 5 years**

* Guam Early Hearing Detection and Intervention (Guam EHDI) Project 735-2466
* Guam Department of Education, Division of Special Education 300-1322
* Guam Early Intervention System 300-5776/5816
* Parent Services 300-1322
* Preschool Program 300-1322
* Head Start 475-0484
* Parent Agencies Networking (PAN) 646-4227
* University of Guam: Early Childhood Program and Special Education Program 735-2430

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

* Guam Department of Education, Division of Special Education 300-1322
* Guam Community College Office of Accommodative Services 735-5597
* 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 475-7000
	+ American Job Center
* Department of Administration 475-1101/1250
* Guam Client Assistance Program 646-4227
* Guam Department of Labor 475-7044/36
* Catholic Social Services 635-1441
* Department of Integrated Services for Individuals w/Disabilities 475-4646
* Division of Vocational Rehabilitation 475-5735/38
* Asmuyao Community School 475-9276
* Guma Mami 477-1505

## **Transportation**

* Guam Regional Transit Authority 475-4616/4686

## **Housing and Community Living**

* Guam Housing and Urban Renewal Authority (GHURA) 477-9851/4/3114
* Guma’ Mami 477-1505
* Department of Public Health, Division of Senior Citizens (DSC) 735-7415/7412
* Department of Mental Health 647-5440/9269
* Guam Behavioral Health and Wellness Center (GBHWC) 647-5440
* Catholic Social Services (CSS) 635-1441/2
	+ Karidat Program
	+ Liheng – Sagan Ayudan Maisa
	+ Community Habilitation Program
* Guam Behavioral Health and Wellness Center 647-5440

## **Health Services**

* Guam Memorial Hospital Authority (GMHA) 647-2555
* Department of Public Health and Social Services (DPHSS) 735-7384
	+ Child Protective Services (CPS) 475-2653/2672
	+ Adult Protective Services (APS) 653-8855
* Guam Behavioral Health and Wellness Center 647-5440

## **Advocacy and Legal Services**

* Client Assistance Program (CAP) 637-4227
* Public Defenders Services Corp. 475-3100/3234
* 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)**

* Autism Community Together (ACT) 687-1284
* Down Syndrome Association of Guam (DSAG) 472-6114/789-7610
* Guam Early Hearing Detection and Intervention (Guam EHDI) Project, Project Fitme 735-2466
* Guam’s Positive Parents Together (GPPT) 777-7991
* Parent Agencies Network (PAN) 646-4227
* Parents Empowering Parents of Children with Disabilities (PEP) 685-7371

# **RESOURCES**

TO OBTAIN FURTHER INFORMATION ON:

Ability Online. http://abilityonline.org/ (Accessed October 2018, February 2019)

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University of North Carolina, Chapel Hill. TelAbility. https://telability.org/ (Accessed October 2018, February 2019)

University of Washington DO-IT. Disabilities, Opportunities, Internetworking, and Technology. https://www.washington.edu/doit/ (Accessed October 2018, February 2019)

Youths 4 Advocacy (Y4A). http://www.self-advocate.org/ (Accessed October 2018, February 2019)

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*ADA National Network. An Overview of the Americans with Disabilities Act. https://adata.org/factsheet/ADA overview (Accessed February 2019)*

*AUCD – DD Act. UCEDD Resource Center. https://www.aucd.org/template/page.cfm?id=516 (Accessed*

*February 2019)*

*BrainyQuote. https://www.brainyquote.com/ (Accessed October 2018)*

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*U.S. Government Publishing Office. Public Law 99-457. https://www.govinfo.gov/content/pkg/STATUTE-100pdf/STATUTE-100-Pg1145.pdf (Accessed February 2019)*

## *YouTube. https://www.youtube.com/ (Accessed February 2019)*

# **RESOURCES**

## **Self-Advocacy Focus Group**

1. Esther Gina Arca

2. Maria Bontogon

3. Julie Cruz

4. Evelyn Duenas

5. Toni Jackson

6. Tom Manglona

7. Jacob Perez

8. Vicky Perez

9. Candice Perry

10. Silvestre San Nicolas

## **CEDDERS Staff**

1. Jenika Ballesta

2. Vera Blaz

3. Kunta Kinte Edmond

4. Terrie Fejarang

5. Ruth Leon Guerrero

6. Tanya Simer

7. Joshua Usalla

## **CEDDERS Consultant**

1. Ginger Porter

## **University of Guam Social Work Students, Fall 2017**

1. Chelsea Resurreccion

2. Leone Peter

3. Mariecar Patino

*Picture showing: Four self-advocates and a family member participated in a focus group session held on November 15, 2018 to update the Sel-Advocacy Participant Workbook. Seated (L-R) Evelyn Duenas and Tom Manglona, self-advocates. Standing (L-R) Mary Kidd, Guam CEDDERS consultant; Candice Perry, self-advocate; Tanya Simer, Guam CEDDERS Hearing Screening Paraprofessional; Vicky Perez, self-advocate; Jacob Perez, family member.*

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

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