



SELF-ADVOCACY

For Students Who are Deaf or Hard of Hearing

Second Edition

Kristina English, PhD
The University of Akron/NOAC

UNIT 3

Personal and Interpersonal Skills For the Self-Advocate

OVERVIEW OF UNIT 3, LESSONS 6-9

In the next four lessons, students will learn useful personal and interpersonal skills to help them apply their new self-advocacy knowledge base to their lives. Students will develop some strategies to help them clarify their goals and identify their needs after high school. They will learn how to express their needs in clear, assertive, and effective ways; to discuss differences of opinion; and to obtain positive results. Because of the nature of the materials in Unit 3, these lessons include less core material and more interactive discussions and problem-solving activities.

CONTENTS OF UNIT 3

Lesson 6: Setting Goals, Identifying Needs

Lesson 7: Expressing My Needs Effectively

Lesson 8: Negotiating with Others

Lesson 9: Resolving Problems

Unit Evaluation: Quiz #3

LESSON 6

Setting Goals, Identifying Needs

PURPOSE OF LESSON 6

This lesson guides students through a process called “needs analysis” to help them identify what they want to do and how they want to do it. The lesson demonstrates the relationship between establishing goals and identifying what is needed to meet those goals.

EXPECTED LEARNER OUTCOMES

1. Learners will give two examples to explain how to set goals and determine needs.
2. Learners will apply an analytical approach called “needs analysis” to determine the needs involved in reaching both a group and a personal goal.

Instructional Activities	Performance Activities	Materials
1. Warm-up activity: “To Make a Sandwich”	Students volunteer answers	Board work
2. Core material	Students take notes	Worksheet 6a
3. Learning activity: Group project	Students collaborate on class goal, needs	Worksheet 6a
4. Summary, homework	Homework assignment	Worksheets 6b

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review Quiz #2 and main points of Lesson 5: Last time, we looked at transitioning from high school to work and college and how the law protects your rights. From information about IDEA, ADA, and Section 504, we have developed a basic knowledge base about how the law protects our rights. However, knowing about the law is just the first step. We also need "know-how," that is, how to apply our knowledge when working with other people. We need "people skills" that will help us put our knowledge base to work for us.

2. State today's goal: Today you will learn the first step in applying your new "knowledge base" of self-advocacy information to your life. That step has two parts that go together: (a) Set a goal, and (b) identify what you need to meet that goal. This process is called *needs analysis*. A needs analysis helps you figure out what you need to do. We will look at this process by designing a class project and individual projects.

3. As a warm-up activity, we have a very simple version of a needs analysis. The activity is called "To Make a Sandwich." Write on the board, "To make a sandwich, we need ..." and ask students to describe every need involved, in no particular order, in making a sandwich. Examples: We need to decide how many people the sandwich is going to feed. We need to decide on the kind of sandwich; then we know what kind of ingredients we need (bread, cheese, mustard). Do we need to buy the ingredients? Do we need money for the purchase? We need a knife; we need to place the cheese on one piece of bread and mustard on another; we need to assemble the sandwich, cut it, place it on a plate, etc.

Write down each idea, and when done, ask how to prioritize these needs: which need should happen first, which need

comes next? Summarize as follows: To make a simple sandwich, there are many needs that you already know about, but to collaborate with others, it needs to be discussed. The more complicated the goal, the more discussion we need.

4. Present Lesson 6 Core Material while students complete Worksheet 6a.

5. Provide practice with new information: We will practice how to do a needs analysis by working through a group project together. On Worksheet 6b, let's decide on one goal that could be considered appropriate for our school. [Note to instructor: The goal for this activity must necessarily be individualized to each school setting. It is recommended that the instructor select a goal from the following suggestions or ask students collectively to agree on a goal. Suggestions include obtaining a captioned telephone for student use; establishing a sign language club or a sign language student program; obtaining a supply of no-carbon-required (NCR) paper for note takers; acquiring audiological services to check amplification devices; etc. Goals should be relevant to experiences of students with hearing impairment, consistent with students' new knowledge base, and supportive of self-advocacy development.]

Write our goal on the top line, and then notice that there are eight lines underneath it. Take 10 minutes and independently consider the question: What would we need to do to achieve this goal? Write down any ideas you have, and don't worry about what particular order they come to you. Some starting points to consider: For example, if our goal is to obtain a captioned phone for the school, you could start with, "We need to find out if the school already has one somewhere, but has not installed it." From there, what would you need to do? [Note to instructor: Other "needs" for most goals might include the following: we need to decide whom to ask for help; we need to

submit our request to the principal; we need to know how to explain the rationale for this project; we need to find out if the project involves a cost, and if, figure out how to pay for it; etc.]

6. Ask students to share their answers, and write all on the board. Achieve group consensus on priorities: Which of these needs must occur first? Second? Third? Would the group like to pursue this goal?

7. Summarize by reviewing notes taken on Worksheet 6a, and describe the homework assignment (Worksheet 6b). The homework assignment is to conduct a needs analysis for a personal goal: going to college (and paying for college); earning money for travel; learning a trade, skill, or vocation; getting a job; achieving other short-term or postsecondary goals. Students are to follow the same instructions provided in the group project: identify a personal goal, and determine what to do to achieve that goal.

Students will also ask themselves whether they feel prepared to meet this need on their own or whether they would prefer to seek help. Students should be prepared to talk over their needs analysis with a peer in class the following meeting.

8. State topic of next meeting: Next time we meet, we will talk about the next step in becoming a self-advocate: learning how to express your needs clearly.

LESSON 6 CORE MATERIAL

In the last few lessons, we worked together to develop a knowledge base (a set of ideas and information) that describes our topic of self-advocacy. However, learning all these ideas and information is just the first step to actually becoming an advocate for yourself. The next step is learning how to put that knowledge into action. The next four lessons use action words: identifying, expressing, negotiating, resolving. Accomplishing these

kinds of actions requires effective personal and interpersonal skills, which means the ability to work with other people and achieve one's own goals while maintaining agreeable relationships.

To start, today we will look at how to identify one's needs as they relate to a goal. People who achieve their goals always agree on one thing: Reaching their goals doesn't happen by accident; it happens by planning. This truism applies to all successful persons, whether the goal is to earn an Olympic medal or to get an A in math class. One of the most memorable examples of goal setting was one from President John F. Kennedy. [In 1962](#), he announced that the United States would put an astronaut on the moon by the end of the decade. With that straightforward goal in mind, the National Aeronautics and Space Administration (NASA) focused their efforts – and in 1969, the country watched Neil Armstrong take his first step on the moon.

Before an astronaut could walk on the moon, however, the scientists, engineers, and planners at NASA had to decide what they needed to do to reach their goal. Starting with their goal, they “planned backwards.” They realized they needed new inventions, new technologies, better computers, trained experts in several fields, money. This process of deciding what you need to meet a goal is called *needs analysis*, and it is where most successful plans start.

What other goals can you think of that would require a needs analysis? [Examples for discussion: To be a good athlete, your need to stay healthy, work out, practice, listen to your coach. To be a strong student, you need to study, do your homework, ask questions, get enough sleep. To get a job, you need to know how to fill out a job application, write a resume, obtain an interview, show your qualifications.]

WORKSHEET 6a

1. *Knowledge base* means: _____
2. After developing a knowledge base, the next step for a self-advocate is to learn how to put that knowledge into _____

Where to start? Set a goal, identify needs. An example from history:

3. What did President John F. Kennedy do? _____
4. What did NASA do? _____
5. The process of identifying what you need to accomplish your goal is called: _____

Setting a goal, identifying needs. An example from class discussion:

6. Goal: _____
7. Needs: _____

WORKSHEET 6b

Summary

1. A knowledge base is at its most useful when one knows how to put the new information into action. Putting knowledge into action requires personal and interpersonal skills. The first skill is a personal one: "Know what you want" means to identify a goal.
2. Once a goal has been identified, one needs to determine how to reach that goal. This process is called *needs analysis*. Another way to say this is, "Know what you need to get what you want."

Homework

My goal after I graduate from high school: _____

What do I need to achieve this goal? Indicate each step you need to take, and also whether you can manage it by yourself or need help.

- | | | | |
|----|---------------------------------------|-----------|-----------|
| 1. | _____ | | |
| | I believe I can do this (circle one) | By myself | With help |
| 2. | _____ | | |
| | I believe I can do this (circle one): | By myself | With help |
| 3. | _____ | | |
| | I believe I can do this (circle one): | By myself | With help |
| 4. | _____ | | |
| | I believe I can do this (circle one): | By myself | With help |

Next time in class, you can talk over this needs analysis with a classmate to see if you have thought of everything.

Add these worksheets to your Self-Advocacy File.