



Title	Requesting Accommodations
Created by	Lisa Handelman, The Jewish Federation of Greater Washington
Intended Audience	Middle school through adults - individuals with and without disabilities who want to advocate to change something individuals with disabilities face in their daily lives
Materials Needed	<ul style="list-style-type: none"> <li>• A flip chart with magic markers to record participants' responses</li> <li>• Self-Advocacy Cards (see below)</li> </ul>
Program Description	<ol style="list-style-type: none"> <li>1. Define an “advocate” and “self-advocacy” (see below). Clarify that this activity is about personal self-advocacy; advocating 1:1 with an individual who will help you get your work done at school or on the job.</li> <li>2. At school or at work, there can be little things that get in our way – things that we need to ask others to change so we can do what we need to do.</li> <li>3. Give the following (or similar) examples and ask everyone to nod, give a thumbs up or in some way indicate that this is something they have also experienced:             <ul style="list-style-type: none"> <li>- Directions are confusing (too many, said too fast, only spoken not written)</li> <li>- There is too much noise (side conversations, environmental noises)</li> <li>- The physical space makes it hard to move around or see</li> <li>- I am not given the time I need to get the job done</li> </ul> </li> <li>4. Ask the group to give examples of “little things” that get in their way at school or at work. Write all responses on the flip chart (leave space at the top of the chart)</li> <li>5. On top of the chart – write the title “<b>Step 1 – Identify the Problem</b>”</li> <li>6. As a group, pick three examples from this chart and write them on a “T-chart” on a new sheet of paper” (see below for example)</li> <li>7. As a group, brainstorm possible solutions for each of the three examples. Write all suggestions on the T-chart. On the top of the chart write the title “<b>Step 2 – Define the Change You Seek</b>”</li> <li>8. Pass out self-advocacy cards (see below)</li> <li>9. Discuss the “Power of I”. Instead of saying “your directions are too confusing” try saying, “I am finding the directions confusing”. Instead of saying “Everyone’s backpacks are blocking my path” say “I am having difficulty maneuvering my wheelchair because of all the backpacks”. Others listen more when we start with “I”.</li> <li>10. Review the three rules of self-advocacy – <b>Identify the problem, Define the change you seek, Make it yours – the Power of I</b></li> <li>11. Model using the card to advocate for a change that will help you get your work done at school or on the job.</li> <li>12. With partners, take turns advocating using this strategy.</li> <li>13. As a group, discuss situations where they might be willing to use this strategy.</li> </ol>

