



Lesson Plan:

Self-Advocacy & Disclosure Part 2

Overview

This is Part 2 of the Self-Advocacy & Disclosure module. While Self-Advocacy Part 1 was self-awareness, this module, Part 2, will focus on disclosure. Participants will become familiar with the Scan, Advocate, and Disclose methods a strategy for success in the workplace.

Research* has found participants who disclosed their ASD diagnosis to their employer were more than three times as likely to be employed than participants who did not disclose. The benefits of disability disclosure are many (e.g., disclosure opens a line of communication between employers and their employees, allows for reasonable workplace accommodations, involves human resources). Based on research findings, professionals should place more emphasis on the importance of disability disclosure.

*Ohl, A., Sheff, M.G., Small, S., Nguyen, J., Paskor, K., & Zanjirian, A. (2017). Predictors of employment status among adults with autism spectrum disorder. *Work*, 56(2), 345-355.

Prerequisites

Self-Advocacy & Disclosure Part One

Neurodiversity Strengths Checklist, NCLB Leadership Self-Assessment

Materials

- ❖ PowerPoint (PPT)
- ❖ Participant Journal
- ❖ Participant Journal List (for Facilitator Use)
- ❖ Scenarios
- ❖ Action Plan worksheets
- ❖ Neurodiversity Strengths Checklist (completed in Self-Advocacy & Disclosure Part 1)
- ❖ Collaborative Definition from Self-Advocacy & Disclosure Part One
- ❖ Large white paper
- ❖ Participant Journal from Self-Advocacy Part One (for reference)

Part 1: Self-Advocacy (review) & Disclosure (intro)

Self-Advocacy & Disclosure Part One Review: PPT S1-2

- ❖ **Journal 1:** What is Self-Advocacy? (Access prior knowledge)
- ❖ **Activity: Self-Advocacy MIP's** (Most Important Points): Brainstorm any thoughts, facts, words, etc. the class recalls from Self-Advocacy & Disclosure Part One. Write on large white paper.
- ❖ **Review/Revise** class collaborative definition (from Part One)
- ❖ **Part 1 Review: What is Self-Advocacy? Slide (2)**

Goals: PPT S3

Participants will utilize strengths and interests to develop a disclosure action plan to support success in the workplace.

To achieve this goal, participants will:

- ❖ Identify at least one potential significant challenge in the workplace
 - ❖ Find at least one strength to create an accommodation for the challenge
 - ❖ Create a personal action plan for disclosure to support success in the workplace
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- ❖ **Journal 2:** What is disclosure? Partial versus full disclosure?

Launch: PPT S4

- ❖ Set the Stage for Launch video by first reviewing Steps to Self-Advocacy & Disclosure
- ❖ Revisit/Reintroduce the Dr. Stephen Shore video from Part One.
- ❖ **Ask:** Pay particular attention when he discusses **Scan, Advocate and Disclose.**
- ❖ **Dr. Stephen Shore on Self-Advocacy & Disclosure:** Video and Talking points 5:48 total start at minute **1:55**, pause at **4:43** – forward to minute **9:30**, ends at **12:30** <https://www.youtube.com/watch?v=kDW4UailPUM>
- ❖ Brief discussion following video regarding **Scan, Advocate, Disclose**

Introduction: Parts of a Disclosure Plan: PPT S5

- ❖ In Self-Advocacy and Disclosure Part One, we focused on identifying potential challenges in the workplace (Scan), offering strengths-based strategies to address said challenges (Advocate) and today we will focus on the last step: Disclosure.

Learn: PPT S6-20

- ❖ **S6-8: What is Self-Disclosure?** Why is disclosure important for self-advocacy?
- ❖ Brainstorm/Encourage participants to share personal experiences and/or prior knowledge of disclosure.
- ❖ Create a collaborative definition on large white paper or comparable substitute that will be available to view and edit as the lesson progresses.
- ❖ Think and Discuss:
 - What are some examples of disclosure in daily life?
 - Have you ever self-disclosed? Describe the situation/circumstances. How did it go? What pluses and/or minus would you associate with your decision to self-disclose?
 - Why is disclosure important for self-advocacy?
- ❖ **Journal 3 Activity** (think-pair-share recommended) Questions on S7 and in Participant Journal
- ❖ **S8-13: The House of Self-Advocacy** (preview slides and connect to Stephen Shore video reference to Scan, Advocate, Disclose)
- ❖ **Journal 4:** Why is disclosure important for the workplace?
- ❖ **S14-20: Developing a Self-Advocacy Plan with Disclosure**
 - Why Disclose?
 - Parts of a Disclosure Plan: Scan, Advocate, Disclose examples/context
- ❖ **Journal 5:** potential challenges in the workplace (participants can use Self-Advocacy Part One Journal for reference)
- ❖ Revisiting a Self-Advocacy Plan of Action
- ❖ **Journal 6:** participant strengths and challenges list

Part 2: Let's Practice!

Goals Check!: PPT S21

- ❖ Review lesson status and key concepts from Part One
- ❖ Review key concepts from Part One: suggested revisit to S13: House of Self-Advocacy and S16: Part of a Disclosure Plan
- ❖ Introduce Practice

Let's Practice! Scenarios: PPT S22-30

You will need the Scenarios worksheets for the Independent Practice portion of this activity. Be intentional in their distribution, create additional scenarios specific for your participants and have fun with it!

Guided Practice

- ❖ Read the scenario from Slide 23
- ❖ **Journal 7:** What is the goal here? What might be the specific challenge(s) in this scenario? What are possible strengths-based strategies that could be used to achieve the end goal? Partial or Full Disclosure?
- ❖ Walk participants through 3 steps: Scan, Advocate, Disclose
- ❖ Participants may share out responses to Journal 7
- ❖ Brainstorm additional solutions/strategies as a group
- ❖ Request a volunteer to act out (role play) the scene with you
- ❖ See Slide 27 for sample action plan to be completed as a group, facilitator-led

Independent Practice (use Self-Advocacy Scenarios)

- ❖ Break participants into small groups
- ❖ Review the directions on Slide 17
- ❖ Distribute Senses scenarios and Social Autopsy worksheet
- ❖ Participants conduct a Social Autopsy
- ❖ Role play scenario/Create skit within small group
- ❖ Choose at least one group to present skit, more if time allows
- ❖ Encourage other participants to provide positive feedback and other potential solutions/outcomes.

Make it Yours! Self-Advocacy & Disclosure Action Plan: PPT S29-30

You will be referring to the Action Plan and Potential Practice Opportunities pages in the Participant Journal. Consider having extra copies of these pages on hand for draft purposes.

Sample Action Plan

- ❖ Use S27 and/or 29 to do a model/walkthrough, as a reminder (if needed) on the completion of an Action Plan, including the use of resources at hand (see next)
- ❖ Encourage students to use their journals (including Part One) as well as: *Neurodiversity Strengths Checklist* and/or *NCLD Leadership Self-Assessment* as well as feedback from trusted others for feedback.
- ❖ Segue to participants completing their own Action Plan located in their journal.
- ❖ Keep sample Action Plan available for visual support.

Your Action Plan → Potential Practice Opportunities

- ❖ Use Slide 30 to model the completion of *Potential Practice Opportunities* page located in their journal.
- ❖ Brainstorm and plan for practice outside of the classroom. Include as much detail as possible.
- ❖ Segue to participants completing their own Potential Practice Opportunities page located in their journal. Keep sample page available for visual support.
- ❖ **Journal 8:** How are you feeling about your ability to self-advocate and disclose? Can you think of any potential situations to practice?
- ❖ (to be completed independently prior to Meeting)
- ❖ Segue to First, Next and Last Steps on next slide.

Close—First, Next Last: PPT S31-33

- ❖ The Definition of Success
- ❖ **Journal 9:** Why is disclosure an important component of success in the workplace? Revisit Journal 4 to reflect on what you have learned and note any additional thoughts.
- ❖ **Optional video: Be Yourself: Promoting an Inclusive Work Environment through Disability Disclosure:** <https://youtu.be/OiaVDCJx4nw>
- ❖ S32: For reference only: The House of Self-Advocacy
- ❖ S33: Questions?

Meeting

- ❖ Review participant Action Plan and/or Visual Toolbox, Journal Progress
- ❖ Discuss then Plan for upcoming opportunities to apply/practice outside of classroom.
- ❖ Encourage ongoing self-awareness via journaling, collaborating with others, and self-management.
- ❖ Schedule: time with participant (approximately 1 week) for Follow Up Meeting

Follow-up

- ❖ **Journal 10:** Self-Advocacy and Disclosure Plan Application: How did it go? What was the situation and how did you choose to address it? What would you the same/differently next time?
- ❖ *Review:* plan and application, journal, review and possibly revise toolbox/plan.
- ❖ *Discuss* concrete solutions for continual evaluation of participant self-awareness, self-management, and self-advocacy.
- ❖ *Complete* Journal, including any revisions and/or notes as a result of the *Discussion*.

Extension

- ❖ See Facilitator Manual for directions

Resources

- ❖ Neurodiversity Strengths Checklist
- ❖ NCLD Leadership Self-Assessment