

Teaching Explicit Self-Advocacy

1. Clearly state their disability and how it affects them;
2. Understand the importance of requesting accommodations;
3. Describe accommodations they used in the past that helped them be successful
4. Explain the benefits of those accommodations to their teachers
5. Use a confident tone and manner when requesting accommodations.

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For Your Information

From:

Date:

Hi,

My name is _____ and I will be in your _____ class this year. I am _____ years old and when I am not in school I like to:

I am writing you to let you know that sometimes I _____.

When I talk you may notice me:

When talking is difficult sometimes I feel _____.

The most comfortable situations for me to participate orally in school are:

The situations where I feel less comfortable are:

These are some other things that I would like you to know about stuttering:

- 1. *Stuttering is a different way of talking.***
- 2. *Stuttering is caused by differences in both how the brain looks and also how it works.***
- 3. *Stuttering is not caused by nerves and you can't make it "just stop."***
- 4. *There are things I have learned that can make my stutter easier, and it can be hard to shift my attention to them sometimes.***
- 5. *It is O.K. to stutter. The most important thing is that I share my ideas.***

Here are some things I have chosen that will be helpful for me this year:

Please keep eye contact with me when I am talking and let me finish what I am saying.

When I am answering a question in class, please say the first part of the answer and I will finish it.

(i.e. "Number five states that the boy....")

Come closer to me when you call on me (so that the communicative exchange is closer).

Please let me sit closer to the front of the room.

Give me a warning prior to be called upon (Sam you answer # 1 and Johnny will be #2).

Create a signal with me for oral participation (For example, if I want to speak, I will raise my hand with fingers in an open position; if I know the answer but do not wish to speak, I will raise my hand but keep it in a fist).

___ Reading aloud is very hard for me. One idea is to give the whole class options for oral reading: reading alone, reading chorally with a partner or teacher, or passing and trying again another time.

___ I would like extended time for class presentations.

___ Give me advanced notice for oral presentations .

___ I would like some help practicing prior to an oral presentation.

___ If we are going to read aloud, please call on me first-in the middle-towards the end.

___ If we are giving a presentation, I would like to go first-in the middle-towards the end.

___ Talk with the class about stuttering and how to react to stuttering. Please do this with/without me there.

___ I would like _____(teacher/s) meet with me for (#) ___ minutes (days) ___ per week in order to have one-on-one discussions about topics related to the curriculum.

___ Help me create a substitute card that can also be for my other teachers (such as art, physical education, etc.), including my picture, information about my stuttering, and what to do when I stutter.

___ Check in with me in private every so often to see how I am feeling about communicating in your class.

Here are some other ideas I have:

If you want more information about stuttering, there are many organizations that offer it. You can google the Stuttering Foundation at stutteringhelp.org or the National Stuttering Association at westutter.org.

Thank you for your time in reading this information.

Kindly,