Student Pride & Education Reform that Embraces Intersectionality and Equity

Keynote
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#PrideandSuccess

LeDerick Horne

- Poet, Speaker, Advocate, and Education Consultant
- BA in Mathematics from New Jersey City University
- Works on the national, state, and local level with an array of agencies and organizations
- Serves on the governing board of Eye to Eye, a mentoring organization for students with learning disabilities and ADHD
Today’s Keynote

Based on our book
“Empowering Students with Hidden Disabilities: A Path to Pride and Success”
Brookes Publishing Co.

LeDerick Horne

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Why We Decided to Work Together

• Met in 2010 during OSEP Project Directors meeting
• Both working to improve the outcomes of all students with disabilities

Why We Decided to Work Together

• Both have disabilities – LD and ADHD
• “Nothing about us, without us.”

http://projectcitizenship.com/disability-social-movements/
Why focus on PRIDE and SUCCESS?

“I do not have any problem with people getting a label, if along with that label they get pride, a cultural identity, a connection to a community and a history of this community of accomplishing amazing things.”

– Andy Imparato, Executive Director, Association of University Centers on Disability (AUCD)
Define Students with Hidden Disabilities and Describe Why They Struggle

The Hidden Majority

- Autism Spectrum Disorder
- Emotional disturbance/behavior disorder
- Mild hearing and vision disabilities
- Intellectual disabilities
- Speech-language disabilities
Many students with hidden disabilities have multiple disabilities, behavior issues and/or mental health issues. Helping students and educators understand disability should be part of our schools’ diversity training.
Today’s Talk

Who...
Although our book has a focus on Hidden Disabilities, we provide info that can be used to improve the learning climate and outcomes for ALL students

Stigma of Disability

“The stigma of having a disability is so strong that approximately 60% of students who had IEPs during high school indicated that they did not have a disability the year after they exited high school.”

– Newman, Wagner, Cameto, & Knokey, 2009
Growing up with a disability

Students with hidden disabilities, like me, have spent time in a resource room or special education classrooms. This leaves them with social and emotional scars.
Poet, Speaker, and Advocate
Learn How to Empower All Students with Disabilities So They Gain Disability Pride

We can help students get to a point where they use their disability as a positive identifier.
We developed a framework that supports students as they are diagnosed, learn self-advocacy skills, and transition to college, career, and relationships.
Today's Topics

Seven Tips
1. Give youth “Knowledge of Self”
2. Find a Mentor
3. Practice Disability Disclosure
4. Use Mental Health Support
5. Exposure to Postsecondary Disability Supports
6. Paid Employment while in School
7. Use the IEP as an Opportunity

Tip #1
Giving Youth “Knowledge of Self”
- An asset based approach to disability awareness
Knowledge of Self

Awareness and Disability Acceptance

• Review files with student
• Give a deep understanding of the disability
• Use asset-based approach, not deficit-based

Self-Advocacy

“A Conceptual Framework of Self-Advocacy for Students with Disabilities”

Self-Advocacy

“A Conceptual Framework of Self-Advocacy for Students with Disabilities”

Four Teachable Components
1. Knowledge of self
2. Knowledge of rights
3. Communication of one’s knowledge of self and rights
4. Leadership

Tip #2
Finding youth a mentor and role model
- Meaningful connection to the disability community
Connecting to the Disability Community

Connecting to Role Models

Daniel Radcliffe, star of Harry Potter, has dyspraxia
Students need to know that there are many awesome people who have disabilities and are doing great things.

Connect to Mentors

We need to connect students with hidden disabilities to mentors so they can have real positive reinforcement.
Eye to Eye is a national organization advocating full inclusion of people with learning disabilities and ADHD into society.

Doing an art project with a mentor builds metacognitive skills, helps a student learn how they learn and shows what it looks like to be empowered as a person who is LD or ADHD.
• Looking for more mentor schools at County Colleges, Technical Schools, and Universities

• We also would like to bring Eye to Eye to more High Schools that need to provide leadership opportunities to their students with LD/ADHD

More info at:

Hector Ramon Salazar
hsalazar@eyetoeyenational.org

Text “Learnon” to 22828

www.eyetoeyenational.org
Youth Leadership Forums (YLF) are a great opportunity for students and their counselors with disabilities to meet each other.

http://www.nationalaylf.org/

Mentoring in your schools

Other examples:

• Self-Advocacy Clubs

• Invite college students with disability to speak with your students

• Bringing high school student with IEPs to talk with elementary school students
“Celebrating Black History and People with Disabilities”

- Video series available online – Search YouTube, Facebook, Instagram & Twitter
- Six black people with disabilities like:
  - Robin Coste Lewis - Poet
  - Bradley Lomax – Black Panther
  - Octavia E. Butler – Sci Fi Writer
It's about connecting disability to identity. As students develop disability identity, they need empowering opportunities to come together and build community.

Tip #3

Help youth practice disability disclosure

- Communicating their wants and needs
“The 411 on Disability Disclosure” by National Collaborative on Workforce and Disability

• Self-disclosure: one of the most valuable skills
• Be able to talk about your disability
• Role-playing and practice is needed

www.ncwd-youth.info/411-on-disability-disclosure

Tip #4

Using Mental Health Supports

- Caring for all of a youth’s needs
Bill Bauer, Ph.D.,

- Contributor to our book – Major support on Chapter 7 “The Last Transition: Disability Pride and Quality Relationships”
- Professor of Education at Marietta College
- Former elementary school teacher, school principal, and superintendent
- Doctoral degree in rehabilitation counseling and has a private practice at a local hospital
- Bill has sensorineural bilateral hearing loss

The need

Approximately 20% of children and youth demonstrate a need for mental health services, although only one third of these children receive services

-(Barrett, Eber, & Weist, 2013)
There is a way to help

Treatment from a mental health professional is one of the most effective supports a person can utilize to help him or her reconcile feelings of shame, nervousness, and anxiety.

- Izzo, Horne and Bauer (2016) pg. 161

Who Can Help?

- Talk with your family doctor for a referral
- School counselors are trained on how to identify, assist, and refer students for mental health counseling, when needed
- Therapy with a counselor or psychologist, or use of medication prescribed by a psychiatrist

- Izzo, Horne and Bauer (2016) pg. 161
Tip #5
Exposure to Postsecondary Disability Supports
- There is help after they leave high school

Disability Supports in College
Vocation Rehabilitation

Vocational Rehabilitation (VR)

- transition services for students with disabilities from school to adult services;
- vocational rehabilitation services for working age individuals with disabilities;
- Independent living services for people with disabilities of all ages; and
- Business services for hiring a qualified diverse workforce.

Transition Assessments

- EnVisionIT is an electronic curriculum for students with and without disabilities focused on developing key literacy and career skills needed for the 21st century workplace
- increased students’ technology literacy skills, transition skills, and reading skills
- students prepare a presentation that they use at their IEP meeting to describe the results of their transition assessment process, their college and career goals, postsecondary goals, and the annual goals they need to accomplish during the current year.

http://nisonger.osu.edu/specialed-transition/envisionit
The TAGG - Transition Assessment and Goal Generator

The TAGG is an on-line transition assessment for secondary-aged youth with disabilities, their families, and professionals. The TAGG provides a norm-based graphic profile, present level of performance statement, lists of strengths and needs, and suggested IEP annual transition goals.

https://tagg.ou.edu/tagg/

Tip #6

Paid Employment while in School

- A key predictor of independence
Nonacademic Behaviors

“Identifying Nonacademic Behaviors Associated with Post-School Employment and Education”

1. Knowledge of their strengths and limitations
2. Actions related to strengths and limitations
3. Disability awareness
4. Persistence
5. Proactive involvement
6. Goal setting and attainment

7. **Gaining paid employment experiences**
8. Self-advocacy
9. Using informal supports and formal resources and accommodations


Tip #7

**Use the IEP as an Opportunity to Teach Self-Advocacy Skills**

- More than papering a file
IEP Opportunity

The Self Directed IEP

• Leadership Component of Self-Advocacy
• Zarrow Center for Learning Enrichment at The University of Oklahoma

http://www.ou.edu/education/centers-and-partnerships/zarrow.html

Build Relationships

Use Supports

Connect to the Community

Provide Strategies

PRIDE
Resources

Films directed by Dan Habib
- Including Samuel
- Who Cares About Kelsey
- Intelligent Lives

https://iod.unh.edu/projects/intelligent-lives

Resources

The Blind Advantage: How Going Blind Made Me a Stronger Principal and How Including Children with Disabilities Made Our School Better for Everyone
– by Dr. Bill Henderson
Bonus Tips!!!

#8

The Power of Story Telling

Tell Your Story

It’s important for educators and family members to talk about how disability has touched their lives.
Bonus Tips!!!
#9

These Youth People are great, but Take Care of Yourself First

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