Making a seamless transition from high school to post-secondary education, employment, vocational training, or independent living can be difficult for students with disabilities.

SERVICES from CLEE:
- Training for teachers
- Start up and follow up technical assistance by phone/email
- Follow up sessions to report outcomes
- Intensive coaching with students by CLEE trainers

The University of Tennessee Center for Literacy, Education & Employment (CLEE) staff provide training and technical assistance using the Self-Advocacy Instructor’s Manual: A Training Guide for Implementing Self-Advocacy Classes. Over 22 school systems have used the curriculum as a tool to instruct students on how to learn to be self-advocates on their way to becoming self-determined. The curriculum focuses on student decision-making skills to increase self-discovery, planning for career and post-secondary outcomes, and participating in the IEP process. The curriculum complies with the Common Core Standards through targeted activities.

EXPECTATIONS for Teachers:
- Teachers receiving instruction set up classroom instruction:
  - using the success indicators provided
  - using the Self-Advocacy curriculum
- Teachers conduct classes within a 9 week period.
- Teachers setup a co-teaching experience with the school.
- Teachers report data to CLEE:
  - Pre and Post-tests for each student
  - Overall outcomes/opinions of the curriculum/course

Self-Advocacy Curriculum training and services include:
- Basic training that qualifies teachers and other school personnel to use the Self Advocacy curriculum. A $125 fee covers materials and follow up support.
- Intensive coaching for selected school systems.
- Direct assistance to students in developing self-advocacy upon request.

To learn more about using the Self-Advocacy curriculum, please contact:
Western TN: Melvin L. Jackson at 901-448-1783/mjacks63@utk.edu
Eastern TN: Crystal Godwin 865-974-3970/cgodwin1@utk.edu