



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

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 49 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 **Tennessee State Standards** through targeted activities.

- 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

- 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
 - **Intensive coaching** for selected school systems.
 - **Direct assistance to students** in developing self-advocacy upon request.