Self-Advocacy Skills and Transition Planning for Deaf Students

RS Research Summarized

Why was this work done?

- To explore the process of self-advocacy skill development in deaf students
- To better understand how self-advocacy skills are related to student success in postsecondary settings
- To inform future transition planning practices for deaf students who are transitioning into postsecondary settings

How was this work done?

- Researchers reviewed education and disability research literature to unpack the conceptual construct of self-advocacy.
- Authors examined the relationship between student self-advocacy and postschool experiences and outcomes for deaf students.

What did researchers find?

- IEP teams in secondary settings play a critical role in identifying and supporting self-advocacy skills during transition.
- Students with disabilities who employ self-advocacy skills (including knowledge of themselves, knowledge of their rights, communication skills, and leadership skills) experience more positive academic and lifetime outcomes.
- School curricula that incorporates student-led Individualized Education Program (IEP) meetings as a standard practice have been found to not only support positive IEP outcomes, but also improve student leadership skills and overall involvement in transition planning.
- Deaf students who choose not to pursue higher education need opportunities to actively explore personal, vocational, and occupational interests.

"IEP teams are in a unique position to promote and support their students' self-advocacy skill development."

What are the implications of this work?

- This review underscores the importance of integrating self-advocacy training into transition plans for deaf students.
- IEP teams and other professionals who work with deaf students can play an important role in providing instruction and scaffolding self-advocacy skill

[1]Schoffstall, S. J., & Cawthon, S. W. (2013). *From theory to practice: Self-advocacy skill development of students who are Deaf or hard-of-hearing who are transitioning into post-secondary settings*. Retrieved from www.nationaldeafcenter.org/sites/default/files/Self%20Advocacy%20Mini%20Book_Final2014.pdf

NDC
National Deaf Center
on Postsecondary Outcomes

development.

- Future research efforts should focus on specific practices for IEP development and transition planning.