

FBISD

# Self-Advocacy Parent Training April 7, 2026

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**Lead**  
**THE PAC**



# Agenda

**INSPIRE. EQUIP. IMAGINE.**

01

Participants will learn how to guide conversations with their child about their disability in a positive, age-appropriate way

02

Effective strategies for building self-awareness, confidence, and independence

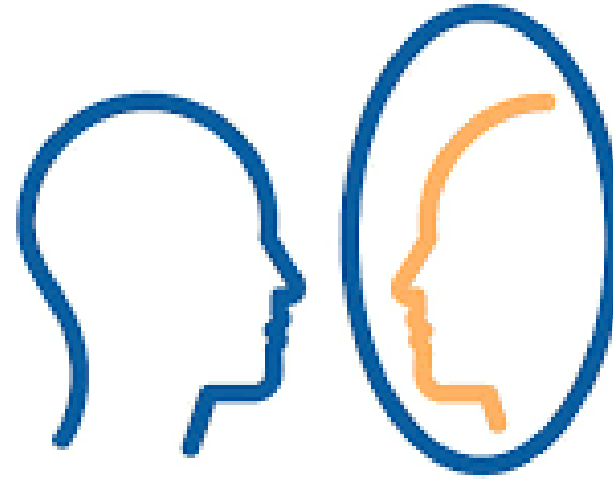
03

Building a positive partnership with school communities to promote student voice and ownership.

04

Closure and Questions

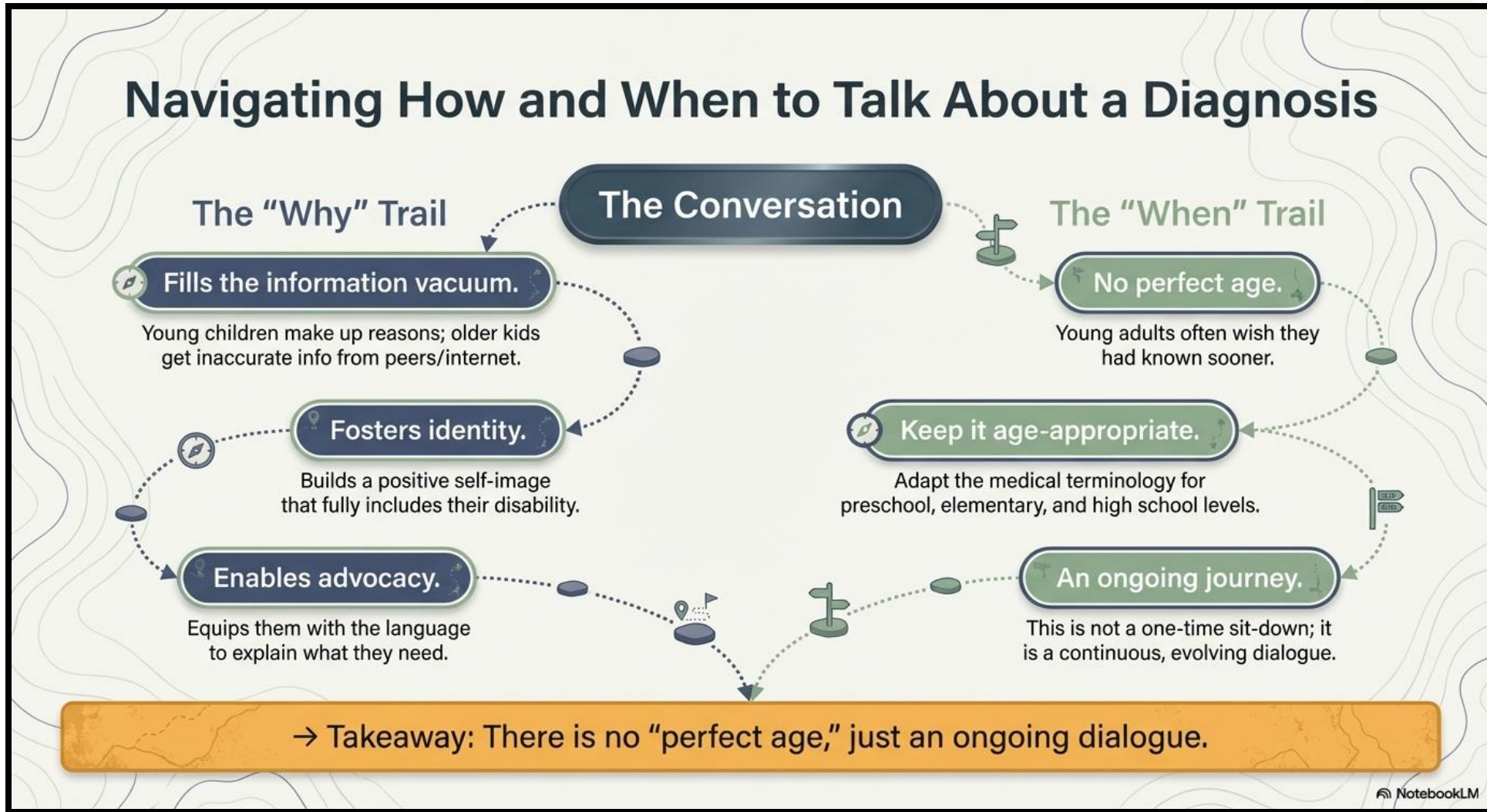
## First Self-Reflect



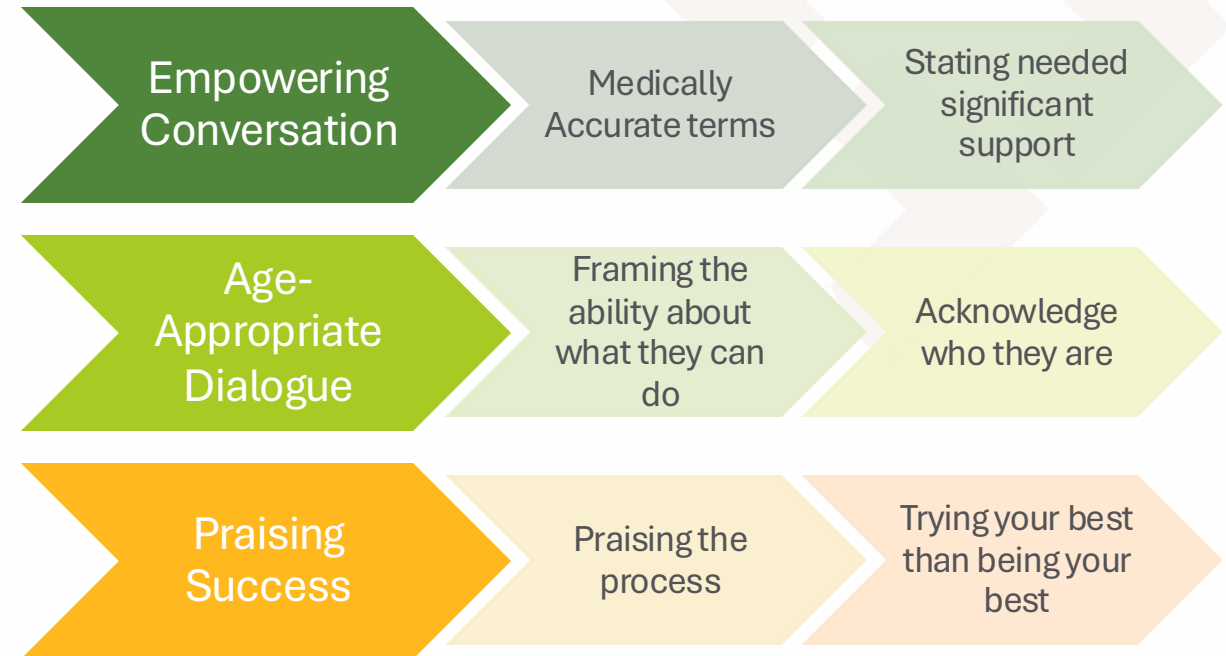
## What is Self-Advocacy

Self-Advocacy is the ability to articulate one's needs and make informed decisions about the support necessary to meet those needs.





## Strength Based Approach



## Climbing the Steps to Independence



**Choice Making**  
Selecting between two known options

**Problem Solving**  
Finding solutions when the answer is not readily known

**Goal Setting and Self Regulation**  
Determine how to accomplish what you want

**Self Advocacy**  
Speaking up to defend one's needs

**Self Advocacy for Building Self-Awareness**



## What it Looks Like

### Speaking Up



"It hurt my feelings when you took my toy"

"I need a break from this activity."

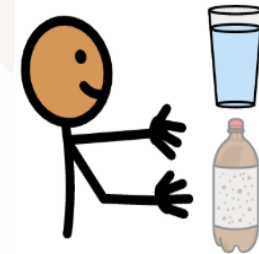
### Asking for Help



"I can't see the board, and I need to move to the front."

"I don't understand this problem; can you help me?"

### Stating Wants and Needs



"I do not this shirt, can I go wear another one?"

"I want coke instead of water."



## What it Looks Like for Primary K-5<sup>th</sup> Grade

### Speaking Up



Younger students will have a different understanding and demonstration of self-advocacy.

### Asking for Help



#### ***Allowing them to make choices and decisions***

**Parent:** "Do you want to play with blocks or playdough?"

**Child:** "I want blocks."

***Expressing needs*** "I need to go potty."

#### ***Setting boundaries***

"I do not want to share my toys."

### Stating Wants and Needs



## What it Looks Like for Secondary 6<sup>th</sup>-Adult Transition

### Speaking Up



At this stage, self-advocacy becomes especially important as students are expected to take more responsibility for their education and prepare for life beyond high school.

### Asking for Help



#### **Understanding needs:**

Recognizing personal strengths and challenges.

**Student:** "I learn better with pictures."

#### **Participation in meetings:**

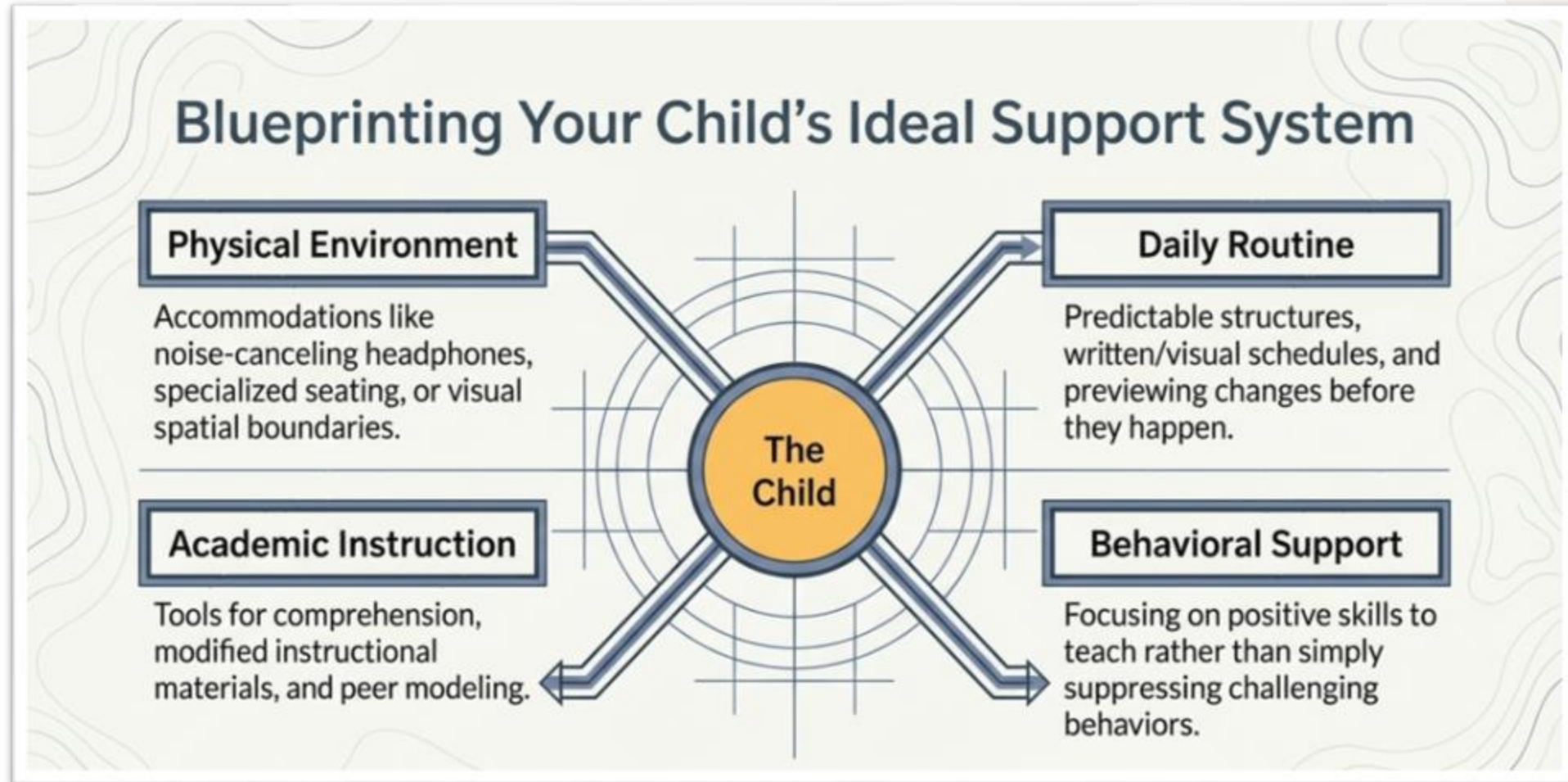
Active participant and contributing to their own IEP or 504 meeting

#### **Communicating effectively:**

Advocating for needs respectfully

### Stating Wants and Needs





## Teaching communication Skills

### Teach Key Phrases:

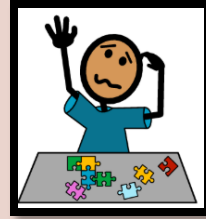
'Can I sit in a quieter area? It's hard for me to focus here.'

'I need more time to finish this assignment because it takes me longer to write things down.'

### Use Sentence Starters:

'I feel \_\_\_ because \_\_\_.'

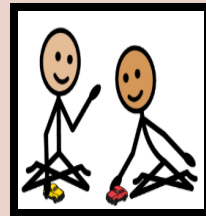
'I need help with \_\_\_ because \_\_\_.' 'I learn best when \_\_\_.'



- Practice requesting help



- Use scripts or sentence starters



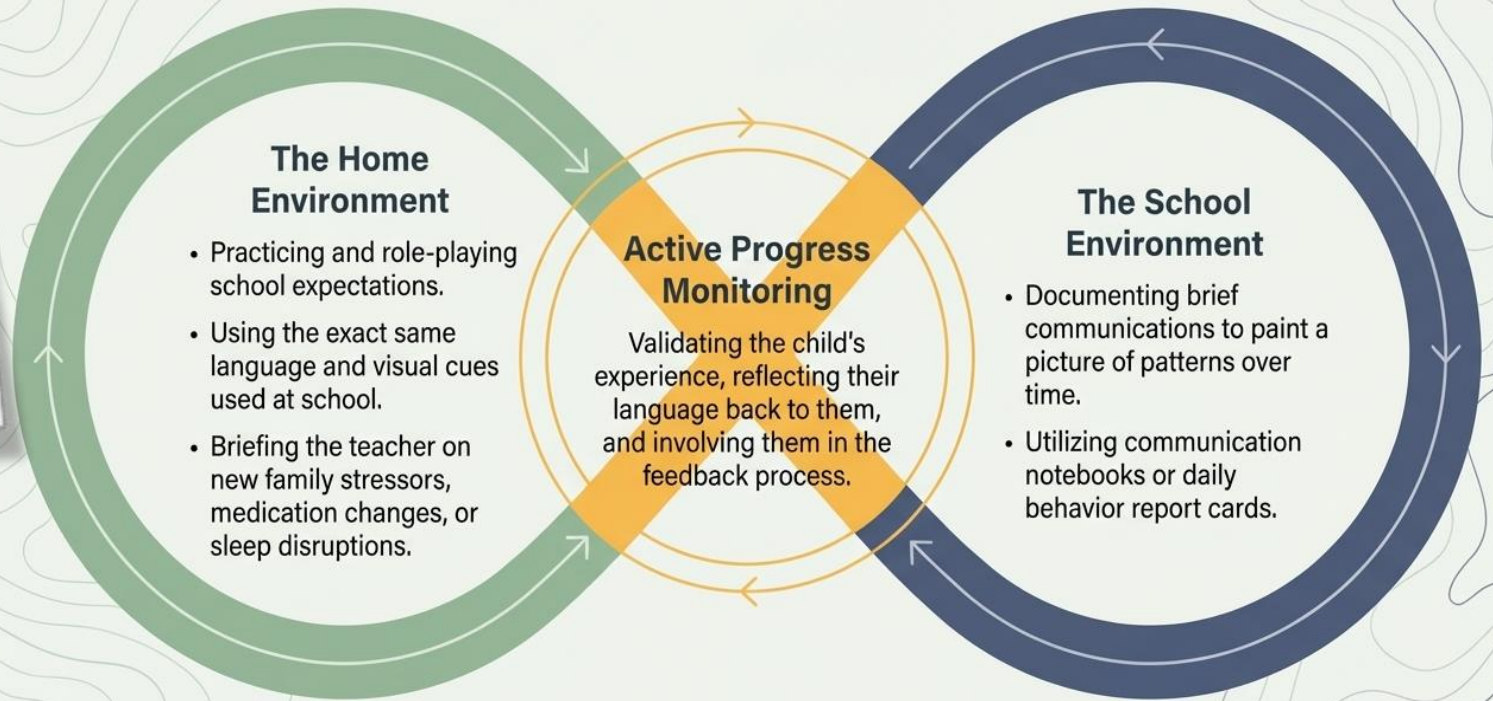
- Role-play real situations



# Strategies for Building Self-Awareness



## The Continuous Feedback Loop Between Home and School



NotebookLM

## What does Home to School Collaboration Look Like?

- Openly Communicate-Communicate changes at home.
- Monitor Progress at home and at school – For both academics, behavioral and functional
- Strategies- Share successful strategies.
- Positive Feedback - Acknowledge success at home and at school.



***Working together with the school and actively involving your child helps equip them with the skills and confidence to successfully promote independence.***

# Closure and Questions



# Resources

- <https://www.rethinkcare.com/resources/how-speak-your-child-about-their-disability/>
- <https://spedsupport.tea.texas.gov/resource-library/teacher-interviews/self-advocacy-and-self-determination>
- [https://vkc.vumc.org/assets/files/triad/tips/Academic\\_Self-Advocacy\\_Overview.pdf](https://vkc.vumc.org/assets/files/triad/tips/Academic_Self-Advocacy_Overview.pdf)