

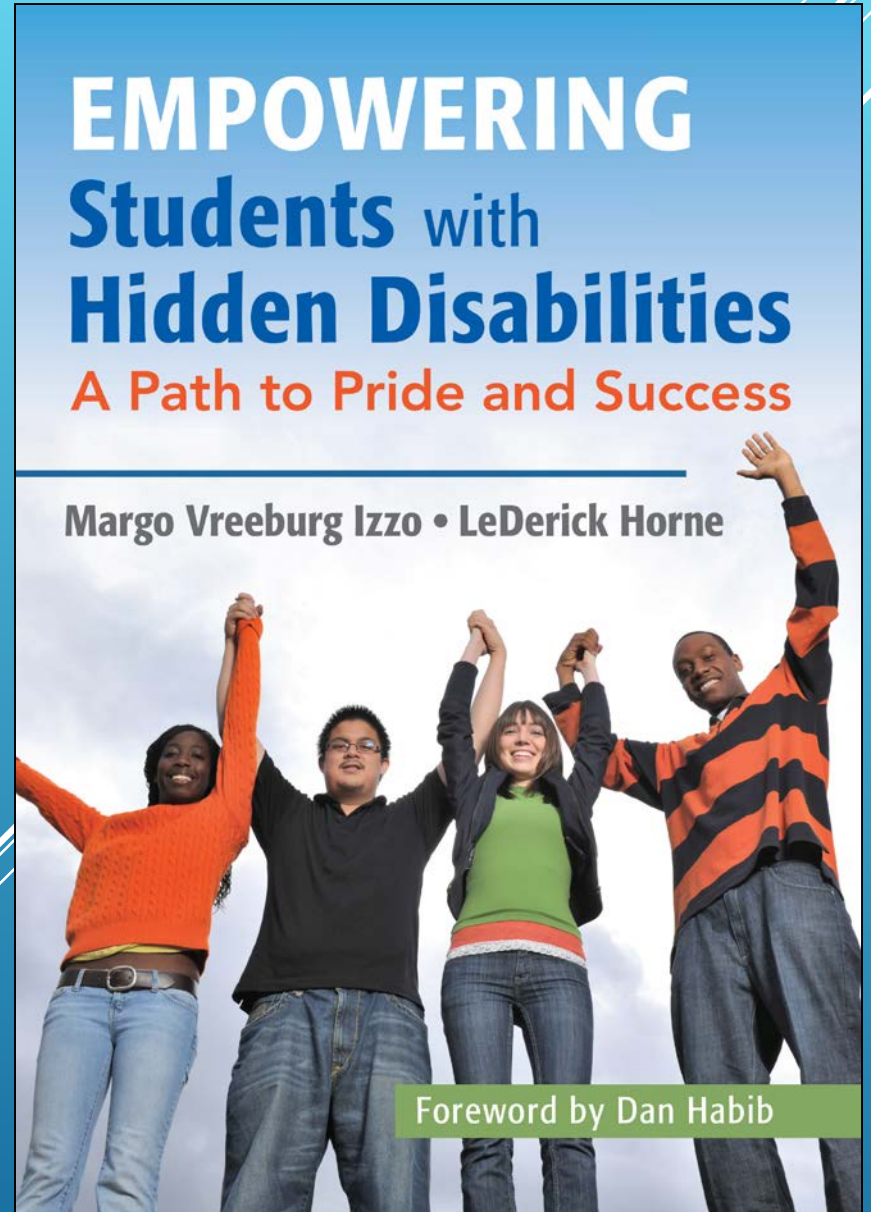
# A PATH TO PRIDE AND SUCCESS

Based on the book

"Empowering Students with Hidden Disabilities: A Path to Pride and Success"

Margo Vreeburg Izzo, Ph.D, and LeDerick Horne

Brookes Publishing Co.



# WHY WRITE A BOOK?

- ▶ Margo - researcher with ADHD
- ▶ LeDerick - poet with LD
- ▶ “Nothing about us without us.”



# WHY FOCUS ON HIDDEN DISABILITIES?

- ▶ Definition of “Hidden Disabilities”
  - ▶ *Learning Disability*
  - ▶ *ADHD*
  - ▶ *Also consider:*
    - ▶ *Speech/Language Disorder*
    - ▶ *Mild Visual or Hearing Impairment*
    - ▶ *Behavioral Disorders*
    - ▶ *Autism Spectrum Disorder*
- ▶ Students with hidden disabilities lack those visual signs that shout “DISABILITY”
- ▶ Option to either hide or disclose



Pete Denman, UX Designer, Intel  
**“There is no wheelchair for dyslexia”**  
Road Trip Nation Documentary: Being You

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).

# HOW MANY STUDENTS HAVE HIDDEN DISABILITIES?

- ▶ The true number of people with hidden disabilities will never be known.
- ▶ If students with specific learning disabilities, speech-language impairments, emotional disturbance, other health impairments, and autism are included, then approximately 55%–85% of the 8.4 million students in special education have hidden disabilities, ranging from 4.5 to 7 million students.

(U.S. Department of Education, 2014)


# Defining Disability in Positive Terms

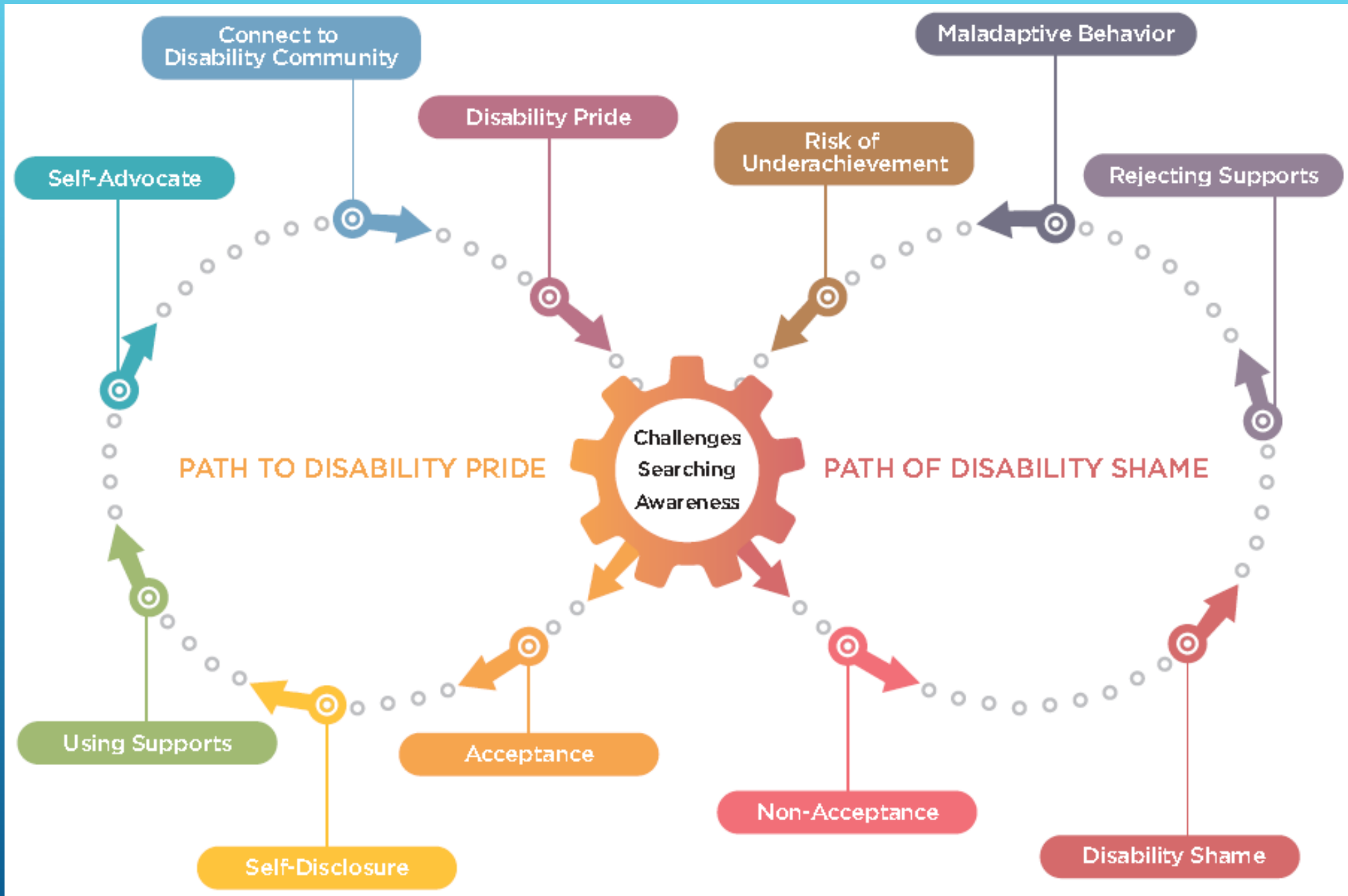
“I think it is helpful for kids and young adults to have disability pride. So, I do not have any problem with people getting a label, if along with that label they get pride, and a cultural identity, and a connection to a community, and a connection to a history of this community of accomplishing amazing things...”



Andy Imparato, Executive Director of the Association of University Centers on Disability (AUCD)

# THE PATH TO DISABILITY PRIDE

- ▶ Is a framework to help students with hidden disabilities develop and maintain disability pride.
  - ▶ Disability pride helps support a student's transition to education, career and meaningful relationships
  - ▶ See Chapter 2
- 
- Three parallel white diagonal lines are located in the bottom right corner of the slide, extending from the middle of the right edge towards the bottom left.



# PREPARING FOR TRANSITION


Key skills and experiences all students should receive to help them prepare for transition

- ▶ Transition Assessments
- ▶ Self-Determination/Self-Advocacy
- ▶ Communication Skills
- ▶ Executive Function Skills
- ▶ Use Supports (i.e. Accommodations, Technology, Medication, Tutoring centers, etc.)
- ▶ Mentoring Programs
- ▶ High Expectations from Parents, Teachers and students

# 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>

# WHAT IS SELF-ADVOCACY?

- ▶ We say it's important but what does it really mean?
  - ▶ "A Conceptual Framework of Self-Advocacy for Students with Disabilities" - Test, Fowler, Wood, Brewer, and Eddy (2005)
  - ▶ 4 components
    1. Knowledge of self
    2. Knowledge of rights
    3. Communication of one's knowledge of self and rights
    4. Leadership
- 
- A series of three parallel white diagonal lines extending from the bottom right towards the top right of the slide.

# WHAT IS SELF-ADVOCACY?

## Knowledge of Self (Acceptance)

- ▶ Reviewing the file with student
  - ▶ Give students a meaningful understanding of their disabilities
  - ▶ Asset based approach to disability vs deficit based
- 
- Three parallel white lines of varying lengths are positioned in the bottom right corner of the slide, slanted upwards from left to right.

# WHAT ARE LEARNING STYLES?

- ▶ VARK: 4 Learning Styles

- ▶ **V**isual
- ▶ **A**ural
- ▶ **R**eading/Writing
- ▶ **K**inesthetic

- ▶ [www.vark-learn.com](http://www.vark-learn.com)

visual \* aural \* read/write \* kinesthetic  
**VAR<sup>K</sup>**  
a guide to learning styles

# EXECUTIVE FUNCTION SKILLS

## Assess, Teach and Practice Executive Function Skills

Many people with disabilities, especially those with ADHD, have trouble with executive function skills such as time management, planning, and organization (Solanto, 2011).

- ▶ Using supports to help with planning and organization

# WHAT IS SELF-ADVOCACY?

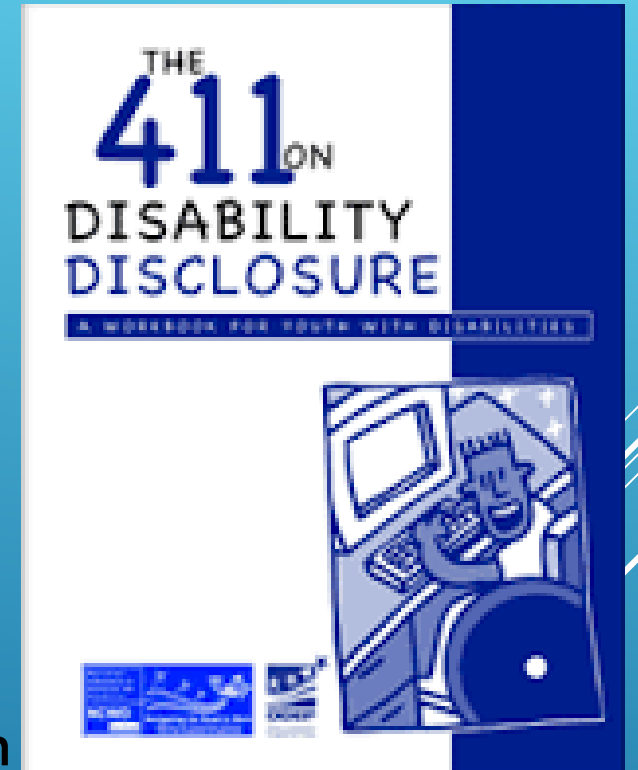
## Knowledge of rights

- ▶ What is the difference between IDEA and ADA?
- ▶ How will your rights change from high school to college and career settings?

# COMMUNICATION: SELF-DISCLOSURE

- ▶ A process of communication by which one person reveals information about himself or herself to another
- ▶ One of the most valuable set of skills
- ▶ Role playing to practice
- ▶ “The 411 on Disability Disclosure” by National Collaborative on Workforce and Disability

[www.ncwd-youth.info/411-on-disability-disclosure](http://www.ncwd-youth.info/411-on-disability-disclosure)



# USING SUPPORTS

College students who used supports were significantly more likely to graduate, as opposed to students who did not use supports.

- ▶ Accommodations
- ▶ Technology/Assistive Technology
- ▶ Medication
- ▶ Teachers, Friends, Study Buddies, Mentors
- ▶ Tutoring Services
- ▶ Families

Newman, L.A., & Madaus, J.W. (2015).

# LEADERSHIP: THE IEP OPPORTUNITY

## ▶ Self Directed IEP

- ▶ James Martin, Ph.D, Director, Zarrow Center for Learning Enrichment at The University of Oklahoma
- ▶ <http://www.ou.edu/education/centers-and-partnerships/zarrow.html>

# HOW DO WE SUPPORT PRIDE?

- ▶ There are self-advocates who also live with disability shame
- ▶ Connect to a community of people with disabilities  
Pride will not happen on its own - Community is the prerequisite for Pride

# HOW DO WE SUPPORT PRIDE?

## Building a Connection to the Disability Community

- ▶ Share positive role models of other adults with hidden disabilities to promote disability pride

Tom Cruise

Thomas Edison

Albert Einstein

Temple Grandin

Andy Imparato

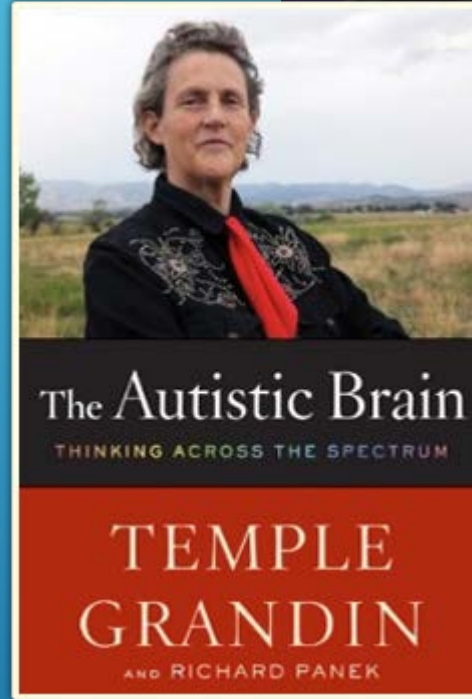
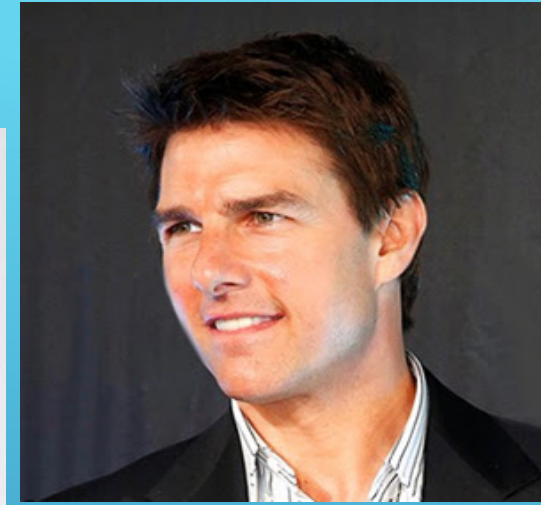
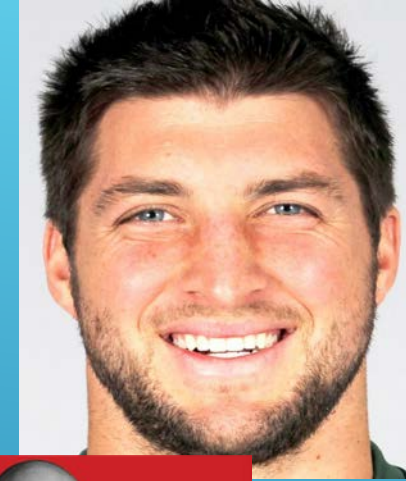
Steve Jobs

Daymond John

Whoopi Goldberg

Tim Tebow

... And YOU!!!



FAMOUS PEOPLE WITH DISABILITIES (P. 27)

# HOW DO WE SUPPORT PRIDE?

## Building a Connection to the Disability Community

- ▶ Share how disability has touched your life
  - ▶ Be a mentor
- 
- Several thin, white, parallel diagonal lines are positioned in the bottom right corner of the slide, extending from the right edge towards the center.

# THE POWER OF MENTORING

LeDerick's program:

- ▶ Youth Leadership Forum (YLF)

- ▶ Eye to Eye

*The book Thinking Differently*

by David Flink

Text "Learnon" to 22828

[www.eyetoeyenational.com](http://www.eyetoeyenational.com)



# HOW DO WE DEVELOP MENTORING PROGRAMS?

- ▶ Reach out to the community
  - ▶ Entrepreneurs: 35% of entrepreneurs report having LD\*
  - ▶ Local college students
- ▶ Build a mentoring program within your district
  - ▶ Have high school students with disabilities mentor students in lower grades

\* Logan (2009)

# THE POWER OF CULTURE?

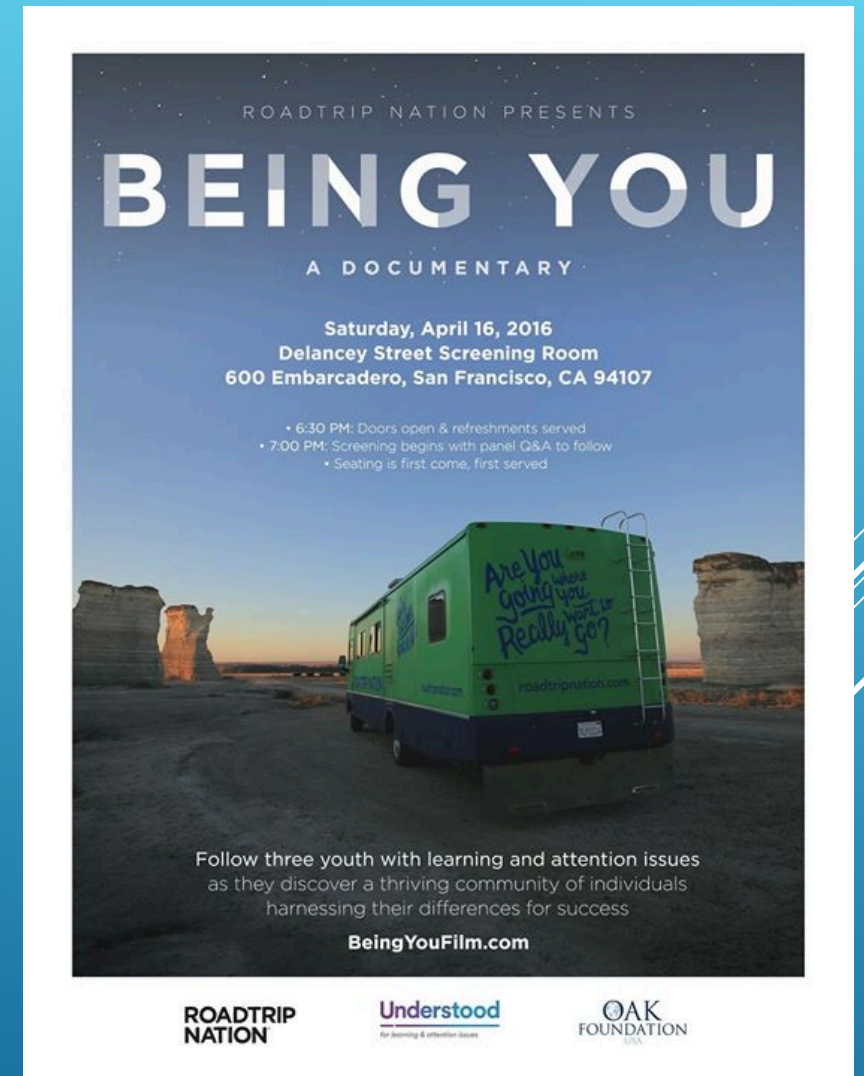
## Empowering films

Dan Habib's

- ▶ *Including Samuel*
- ▶ *Who Cares About Kelsey*
- ▶ *Intelligent Lives*

## Road Trip Nation Documentary

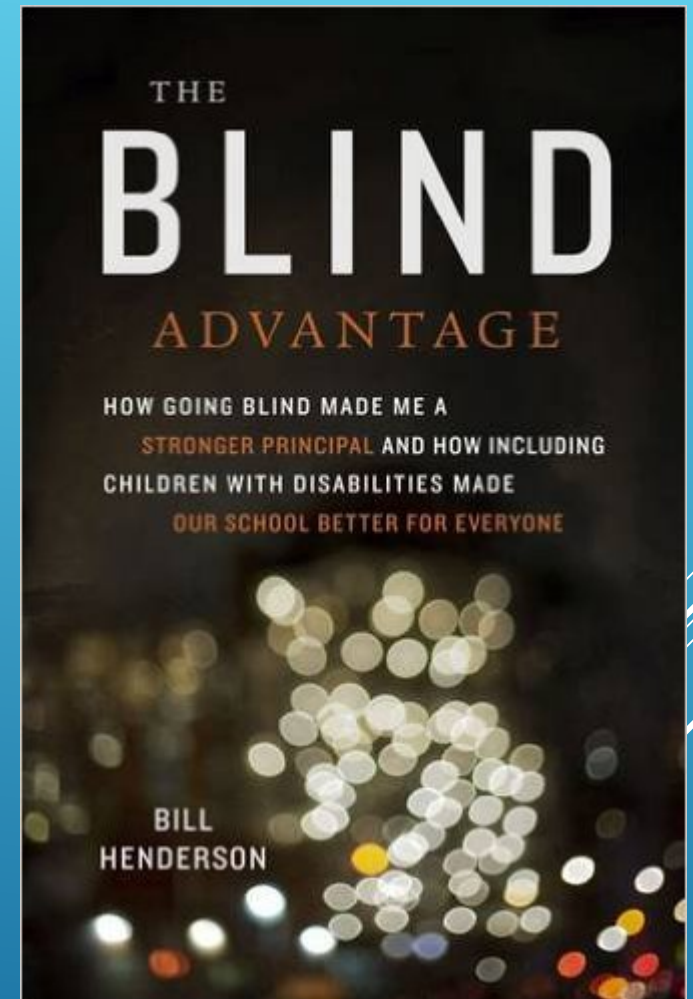
- ▶ *Being You*



# THE POWER OF CULTURE?

## *Books*

- ▶ *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



# JUST FOR FUN

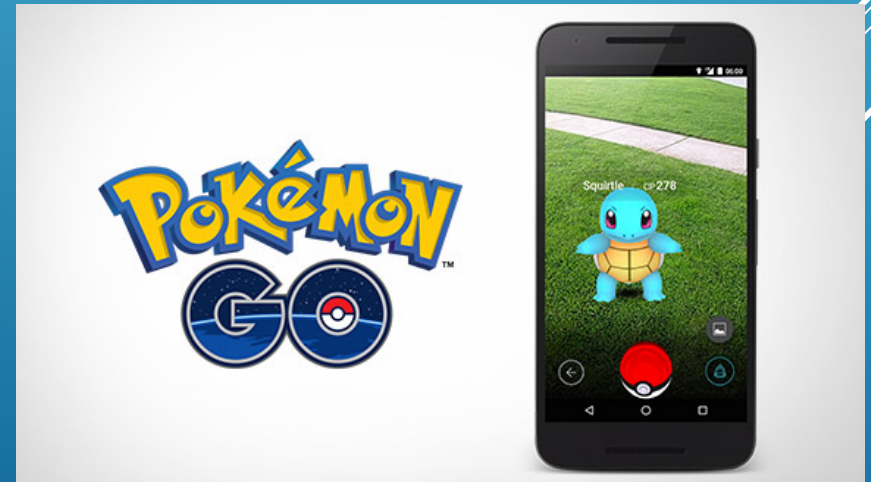
- ▶ We have all heard about Brexit
  - ▶ Britain Exit from the EU
- ▶ What if people who qualify for IEPs left the world and took the stuff we created?

This is SpEdxit

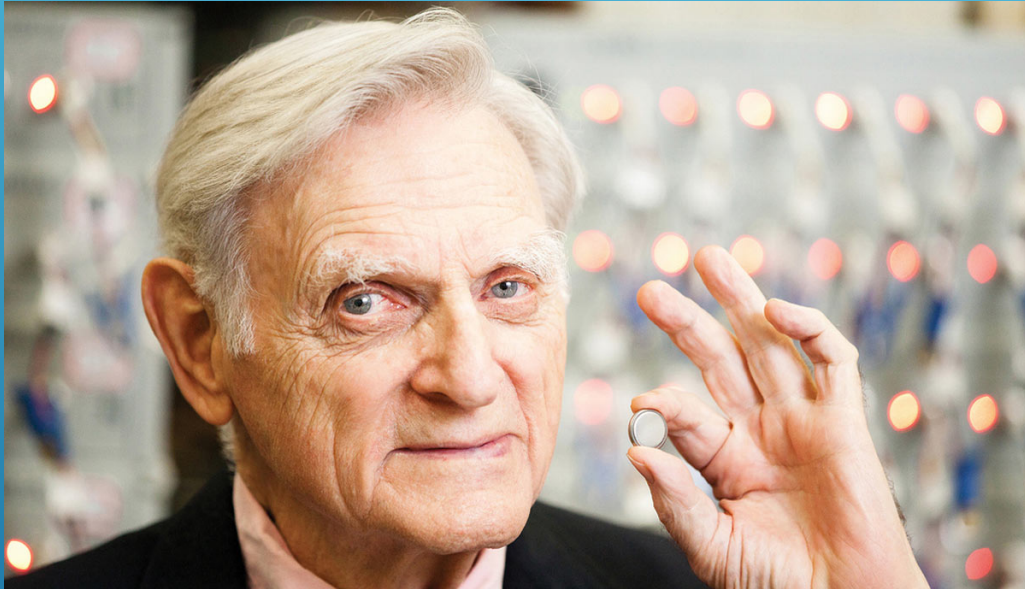
# SpEdxit #1



We are taking  
Laptops, Tesla,  
and Pokémon  
GO!



# SpEdxit #1



- All run of lithium-ion batteries
- Invented by **Prof. John B. Goodenough** and his team in 1980 at Oxford University
- Had trouble in school due to dyslexia

# SpEdxit #2

We are taking  
**Shark Tank!**



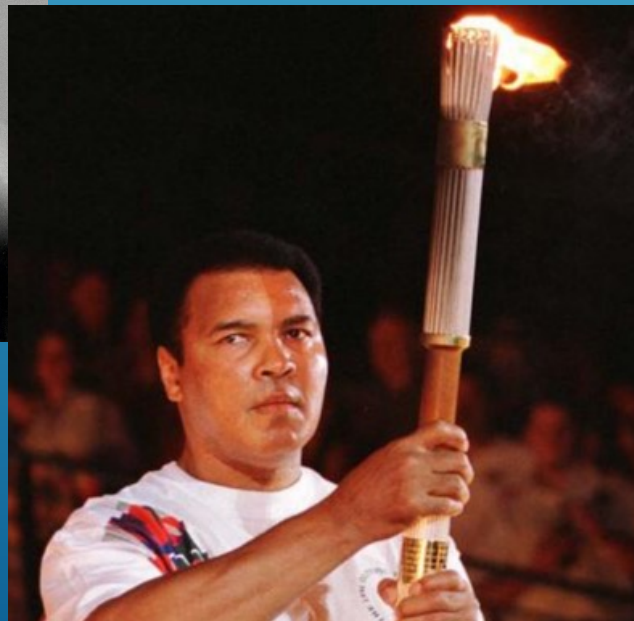
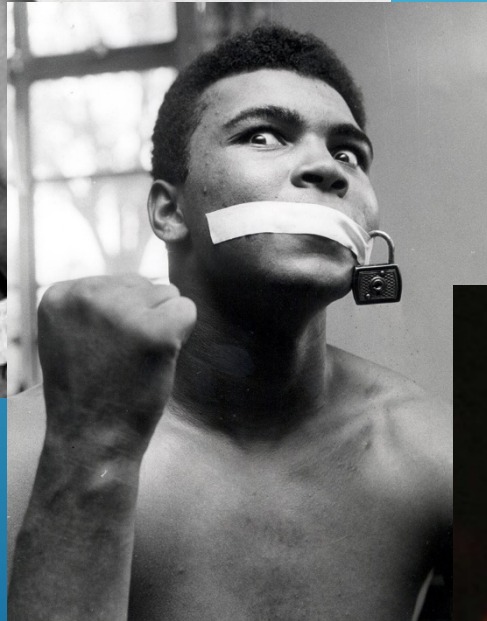
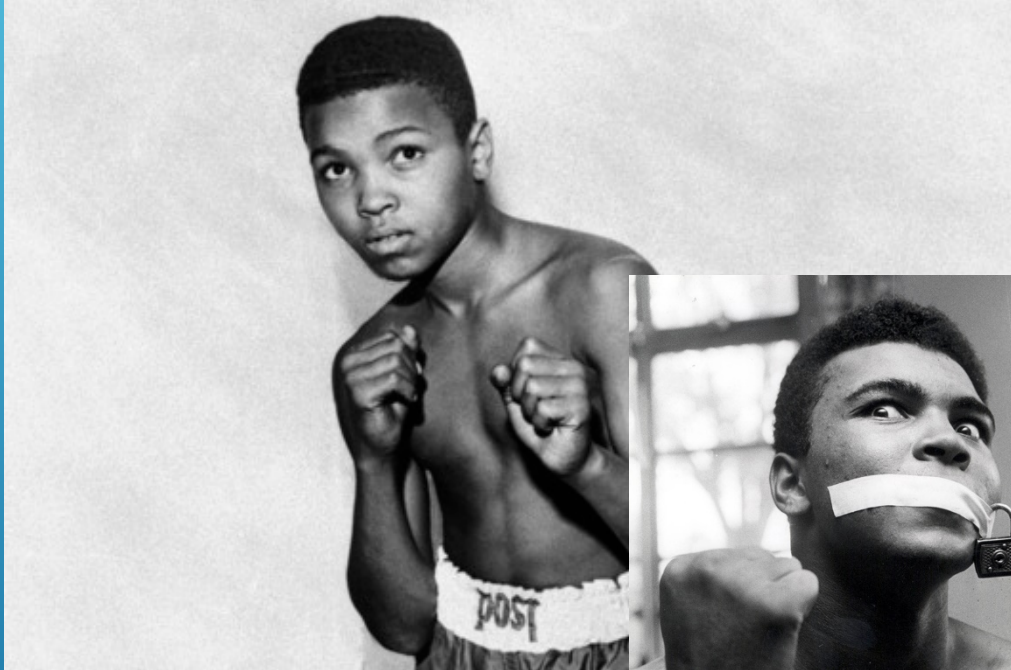
# SpEdxit #2



- Kevin O'Leary and Daymond John are very outspoken about their learning disabilities
- Most of the Sharks have dyslexia

# SpEdxit #3

We are taking the  
legacy of Muhammad  
Ali



# SpEdxit #3



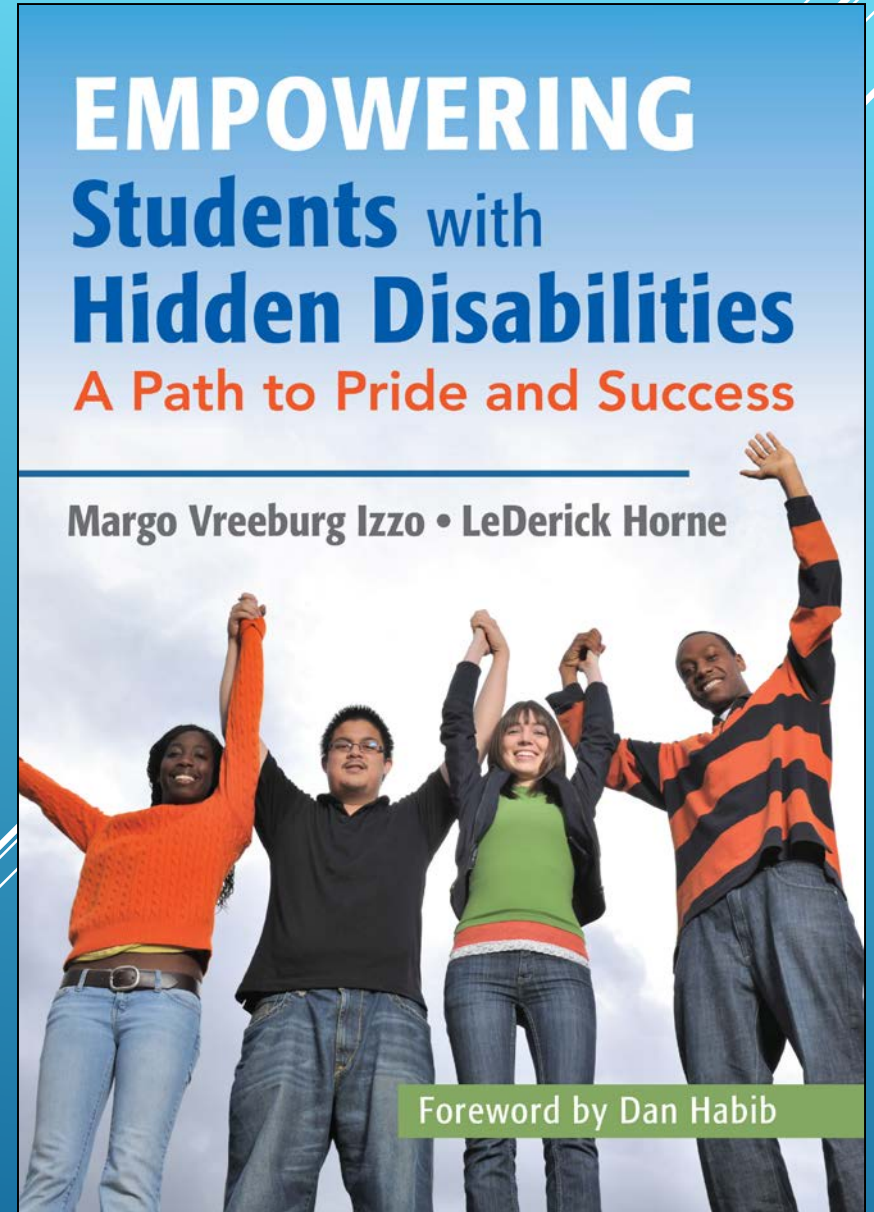
- Diagnosed with dyslexia - barley graduated from high school
- Him and his wife created the *Go the Distance* series to teach literacy skills
- He created the shortest poem ever written

# EMPOWERING STUDENTS WITH HIDDEN DISABILITIES: A PATH TO PRIDE AND SUCCESS

LeDerick Horne

[lederick@lederick.com](mailto:lederick@lederick.com)

[www.lederick.com](http://www.lederick.com)



# EMPOWERING STUDENTS WITH HIDDEN DISABILITIES: A PATH TO PRIDE AND SUCCESS

Margo Vreeburg Izzo, Ph.D

[Margo.Izzo@osumc.edu](mailto:Margo.Izzo@osumc.edu)

[www.margoizzophd.com](http://www.margoizzophd.com)

LeDerick Horne

[lederick@lederick.com](mailto:lederick@lederick.com)

[www.lederick.com](http://www.lederick.com)

## EMPOWERING **Students** with **Hidden Disabilities** *A Path to Pride and Success*

Margo Vreeburg Izzo • LeDerick Horne



Foreword by Dan Habib