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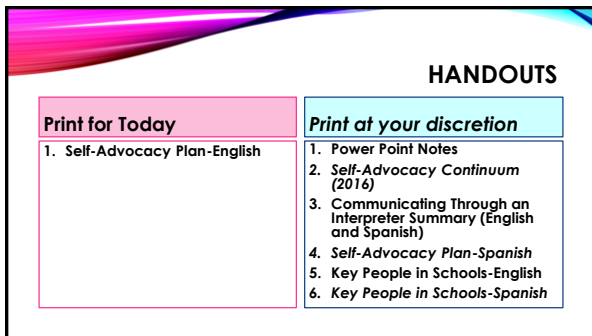
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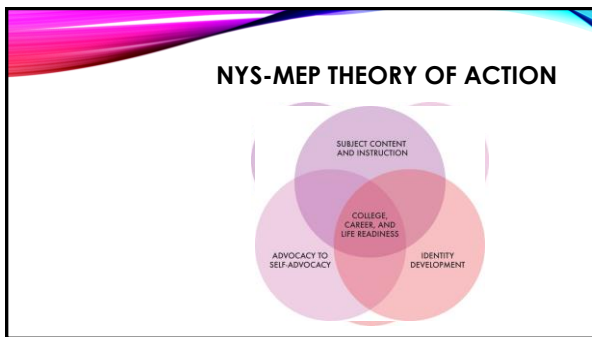
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**OBJECTIVES/LEARNING TARGETS**

1. Review strategies for coaching students and parents about using an interpreter
2. Define Self-Advocacy
3. Practice using the *Self-Advocacy Plan* to guide students and parents about how to advocate for their family
4. Self-advocacy skills give students and parents the power to control their communication and decision-making

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**COACHING  
STUDENTS AND PARENTS ABOUT  
USING AN INTERPRETER**

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**SETTING UP THE SPACE**

Refer to handout  
*Communicating Through an  
Interpreter Summary*

1) SPEAKER  
LANGUAGE ONE

3) INTERPRETER

2) SPEAKER  
LANGUAGE TWO

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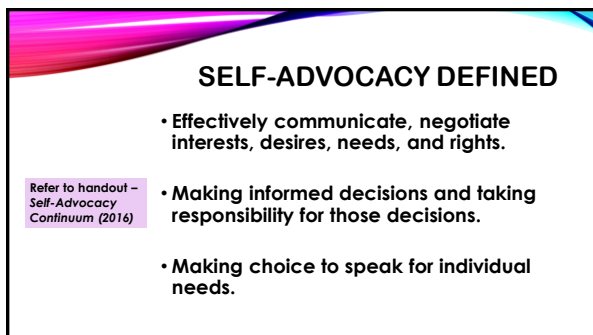
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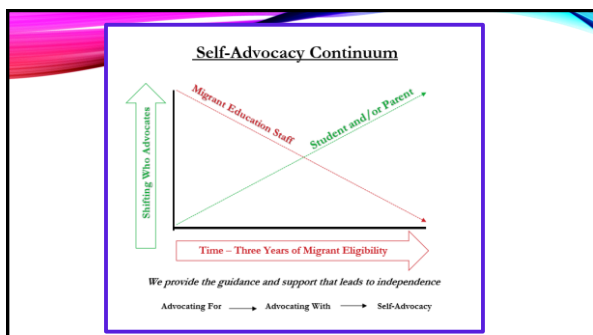
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**HANDOUT: SELF-ADVOCACY PLAN**  
**~ENGLISH~**

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**SELF-ADVOCACY PLAN**

- Section 1 – What is the issue or challenges?  
• *Use the chat box to brainstorm*
- Section 2 – What is the role of the parent or student?  
• *Use the chat box to brainstorm*

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**SELF-ADVOCACY PLAN**

**Section 3 – Breakout**

1. Name: pick one issue/ challenge/ concern that we brainstormed in the chat box or pick a new one to work with.
2. Explain the issue
3. Support – evidence, personal story, statistics, regulations...
4. Conclusion – state what you want to have done
5. Pull it all together into a few sentences

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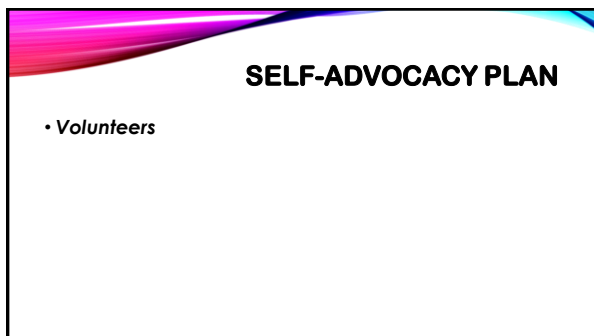
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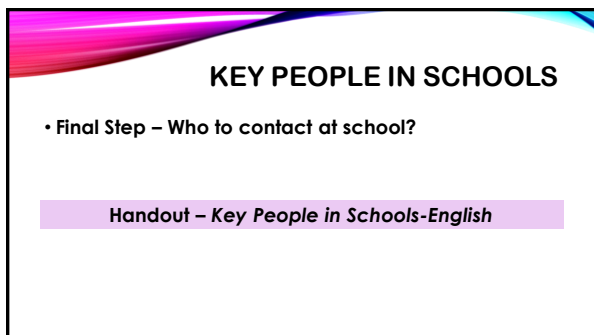
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**VIDEO OF PARENT-TEACHER MEETING**

- As you watch, think about
  - Who is doing most of the advocating? Parent or Migrant Educator?
  - Do you think the questions were planned ahead?
  - How do you think this effects the outcome?

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**QUESTIONS?**

- Resources
  - Parent Workshops: Developing Self-Advocacy Skills Series  
<https://www.nysmigrant.org/resources/library/selfadvocacy>
  - Authentic Voices: Educational Setting  
<https://diversity-project.org/authentic-voices/>

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**THANK YOU!**

**(Click link to complete Evaluation!)**

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