

# YOUTH ACTION COUNCIL



## What Do We Do

- Raise disability awareness statewide
- Advocate for accessibility, equity, and inclusion
- Work together to improve the lives for those with disabilities



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

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**Youth Action Council**

# The Advocacy Lab

**STUDENT 1: JORDAN IS A 15-YEAR-OLD PUBLIC HIGH SCHOOL STUDENT WITH SEVERE ANXIETY, BUT NO CURRENT ACCOMODATIONS. SHE PERFORMS WELL ON HOMEWORK, BUT WHEN IT COMES TO EXAMS, SHE FREQUENTLY FREEZES UP AND STARTS HAVING SERIOUS PANIC ATTACKS, FEELING LIKE SHE'S UNABLE TO BREATHE. HER TEACHERS BELIEVE THAT SHE IS PERFORMING WELL AT SCHOOL AND DON'T NOTICE ANY PROBLEMS.**

## **DISCUSSION QUESTIONS:**

- **WHAT TESTING ACCOMODATIONS COULD HELP JORDAN?**
- **WHAT PROTECTIONS MIGHT APPLY HERE?**
- **HOW MIGHT JORDAN AND HER FAMILY RESPOND TO HER TEACHERS SAYING THAT SHE IS DOING FINE?**

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**STUDENT 2: GEORGE IS A 13-YEAR-OLD MIDDLE SCHOOL STUDENT WHO RECENTLY BECAME PARALYZED FROM THE WAIST DOWN FROM A SPINAL CORD INJURY. THIS SUMMER, HE PLANS TO ATTEND AN OUTDOORS SUMMER CAMP FOR THE FIRST TIME SINCE THE INCIDENT. HOWEVER, THE CAMP LEADERSHIP IS RELUCTANT TO LET HIM ATTEND, EVEN THOUGH HE REQUESTS REASONABLE ACCOMODATIONS FOR HIS CONDITION (RAMPS, WHEELCHAIR-ACCESSIBLE PATHWAYS, AND WHEELCHAIR-FRIENDLY EQUIPMENT).**

## **DISCUSSION QUESTIONS:**

- **HOW COULD AN ADVOCATE SUPPORT GEORGE AND HIS FAMILY IN SECURING ACCESS?**
- **HOW SHOULD GEORGE'S PERSPECTIVE BE INCLUDED IN DISCUSSIONS BETWEEN HIS FAMILY'S SIDE AND THE CAMP'S SIDE?**
- **HOW CAN THE ACCOMODATIONS BE IMPLEMENTED WITHOUT MAKING GEORGE FEEL LEFT OUT OR ISOLATED FROM THE REST OF THE CAMPERS?**

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**STUDENT 3: CARLOS IS A 16-YEAR-OLD HIGH SCHOOL STUDENT IN NEW YORK WHO IS MOSTLY DEAF AND COMMUNICATES PRIMARILY USING AMERICAN SIGN LANGUAGE (ASL). HIS SCHOOL PROVIDES HIM WITH AN ASL INTERPRETER FOR CLASSROOM INSTRUCTION, WHICH HAS HELPED TREMENDOUSLY WITH HIS LEARNING. RECENTLY, CARLOS WAS EXCITED TO JOIN THE NEW AFTER SCHOOL MATH CLUB, BUT THE SCHOOL TOLD HIM THAT THERE WAS NO BUDGET FOR HAVING AN INTERPRETER STAY AFTER SCHOOL. CARLOS IS DISAPPOINTED AND WANTS TO SEE WHAT CAN BE DONE TO OBTAIN EQUAL ACCESS.**

## **DISCUSSION QUESTIONS:**

- **HOW CAN CARLOS SELF-ADVOCATE FOR HIMSELF HERE?**
- **WHAT ARE SOME POSSIBLE SOLUTIONS TO THIS SITUATION THAT BOTH SIDES WILL BE SATISFIED WITH?**
- **SUPPOSE THAT YOU ARE THE PRESIDENT OF THE MATH CLUB. WHAT STEPS CAN YOU TAKE TO ENSURE THAT IT IS ACCESSIBLE FOR CARLOS WHILE ALSO MAKING HIM FEEL WELCOMED?**

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