



Ashtavakra Institute of Rehabilitation Sciences & Research

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Ashtavakra Journal Club

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Topic- Self-advocacy for adults with Disabilities

Author - Thomas G. Ryan, Sarah Griffiths

Name of the Journal (APA)- Thomas G Ryan,(1 April 2015)Self- advocacy for adults with disabilities, volume 55 (1), 31-53, 2015

ABSTRACT

Objective: The purpose of this review of literature was to explore self advocacy for adults with disabilities and highlight transformative elements

Methods: A systematic review on what research has been conducted and what is required to be conducted in future.

Results: Self-advocacy is the process of speaking up for yourself and your needs. Being a self-advocate is important for every student. You know your needs, so you should speak up for yourself and try to get them addressed.

Knowing the skills on how to be a self-advocate not only helps you fight for yourself, it also helps you realize your own importance. Believing in yourself and your needs is a great start in being able to advocate for yourself and for others. Equipped with a deeper understanding of the aspects of self-advocacy for adults with developmental disabilities, DSPs may more clearly identify the impacts of self-advocacy on adults with DD, their supports, and communities. The impacts of self-advocacy for adults with DD can be seen directly in adults with DD themselves. An example of these impacts is the growth in leadership capabilities of adults with DD (Frawley & Bigby, 2011). Another impact of self-advocacy for adults with DD is a change in self-concept (Gilmartin & Slevin, 2009). This change in self-concept is demonstrative of transformational learning as part of self-advocacy development (Mezirow, 1978; 2000).

Transformative impacts for adults with developmental disabilities:

Another significant power within self-advocacy for adults with developmental disabilities is the transformative impact it can have on self-advocates. For many, these transformative aspects mean a change in self-concept resulting from membership in a self-advocacy group. Mezirow (2000) claimed that perspective transformation, which "refers to the transforming of a problematic frame of reference to make it more dependable in our adult life by generating opinions and interpretations that are more justified"

Conclusion: Considering self-advocacy from a transformational learning perspective, meaningful impacts arise for adults with developmental disabilities as well as various communities and their members. For adults with developmental disabilities, increased leadership capabilities and the evolution of new self-concepts are powerful examples of the impacts of self-advocacy. For

communities, a more prominent voice and personable research within the academic community, increased awareness for some boards and committee members, and the acknowledgement and support of local or online community members are broad examples of the impacts self-advocacy has on us all. The topic of self-advocacy for adults with developmental disabilities is not without its limitations. In considering the impacts of self advocacy on family members, information was primarily focused on the validation self-advocates seek from family, with minimal information regarding family members' perspectives (Caldwell, 2010). Detailing these experiences and perspectives may be one area for future research consideration. Deepening our understanding of family members' opinions and experiences may promote the quality of interdependence noted in the social model of disability and further enable the efforts of self-advocates.

Keywords: Self advocacy, developmental disabilities, transformational learning

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