

April Resource Newsletter

April is a natural reset point. Students are more independent than they were in the fall, but the end of the year can feel overwhelming. This month's focus supports students in developing competence to speak up for their needs while making small, manageable changes that help them finish the year feeling confident and capable.

Encouraging Student Self-Advocacy

Self-advocacy in high school is about students learning to understand their needs and communicate them appropriately; it's about being aware, responsible, and engaged in their own learning.

What can self-advocacy look like?

- Asking clarifying questions when they don't understand instructions.
- Checking in with teachers about missing work or upcoming deadlines.
- Using school tools (email, Teams, Clic École) to stay informed.
- Participating in their IEPs by sharing goals, concerns, or preferences.
- Reflecting on progress and identifying what's working and what's not.

SPRING RESET

Small Changes, Big Impact

A reset doesn't mean starting over; it means adjusting.

Ways to support students in this final stretch:

- Reorganize materials (backpacks, writing materials, binders, calculator, digital files)
- Refresh goals for the final months
- Revisit routines that may have slipped
- Choose one habit to improve, not everything at once

A small reset in April can make the last stretch feel more manageable and meaningful.

Conversations Starters

- "What part of your day feels hardest right now?"
- "What strategy has helped you most this year?"
- "If you could change one thing about how you learn, what would it be?"

How can Resource help?

Students can access supports at lunch to help with:

- Binder organization
- Chunking assignments and setting small, tangible due dates.
- Creating study plans
- Homework help

Building Self-Advocacy Skills - Helping your teen find their voice.

Many teens avoid advocating simply because they don't know what to say. Practicing together can help develop self-awareness, support independence, and build confidence.

Prompts to help students advocate for their needs.

- "I'm confused about the instructions for question three, could you explain it another way?"
- "I understand the content, but I need extra time to organize my answers."
- "I'm feeling overwhelmed this week. Could we make a plan for catching up?"
- "When I use ___, I understand better."
- "I have extra time as an accommodation, can I use it for this assessment?"
- "The hardest part of this task for me is..."