McKenzie Tuckson

McKenzie Tuckson is a true shining star who doesn’t let her disability hold her back. A 16-year-old with Rett Syndrome, McKenzie she doesn’t speak, but that doesn’t mean she doesn’t communicate. She uses her augmentative communication device, facial expressions, pictures, vocalizations, social media, and many other ways to get her message across. She advocates for equal and fair treatment for students with disabilities within her school system. Because of her advocacy, Metro Nashville Public Schools revised their policies to eliminate use of rifton belted chairs in classrooms. McKenzie understands the importance of being able to sit in age-appropriate chairs, just like her peers.

McKenzie was the first student with exceptional needs to be inducted to the National Honor Society at White's Creek High School, as well as being voted Vice President of her Sophomore class by her peers. She is a varsity cheerleader, the first ever nonverbal cheerleader at her school. She has been highlighted in the press and in a technology catalog, and presents annually to the Alternative and Augmentative Communication class for speech-language pathology graduate students at Vanderbilt. Most recently, she and her parents attended Disability Day on the Hill where they met with legislators to advocate for laws supporting individuals with disabilities.

McKenzie proves that everyone deserves the chance to engage in activities they love, regardless of their abilities. Her mission in life is to educate others and give a voice to all individuals with disabilities.
The 2018 award winner, Adam Dockery, first became aware of a need to advocate for himself when he came out as transgender to all of his friends and school peers. He started practicing advocacy when he found a supportive community at Nashville’s Oasis Center, which focuses on positive youth development and trauma-informed care.

At Oasis, Adam found Page Regan – an Oasis Program Coordinator – who encouraged Adam to get involved with the Students of Stonewall, a group of student leaders who focus on improving and strengthening relationships in the LGBTQ+ community. He further developed his advocacy skills through weekly Students of Stonewall meetings and the Oasis Social Justice Boot Camp.

Despite his own challenges with his invisible disabilities, Adam has committed three years to serving as a student leader for the Stonewall team. Throughout those efforts, he has consistently gone out of his way to support people with disabilities. According to Page, Adam “ensures that discussions surrounding identity include the importance of ability and a recognition of disabilities both seen and unseen.”

Adam has a passion for advocating for any issues that impact minority groups, especially those that receive less attention or have overlapping identities, like those at the intersection of ability, gender, and sexual orientation. The Students of Stonewall typically focus on groups of people who are targets of social injustice. Adam says he tries to apply those principles and strategies at school and in the community when he sees an individual in need of help.

Adam’s family members – mom, Patti; dad, Kevin; and his brother, Alex - are particularly proud of his accomplishments. “We are extremely proud of Adam’s growth and progress as he finishes high school and heads off to college. But more importantly we are proud of how he always puts others first. He has an innate sense of the struggles others are experiencing and a dedication to finding ways to include everyone so they feel accepted and appreciated. That’s a special talent, and we are grateful we have young people like Adam in our community who are focused on inclusion and diversity.”

Prior to Adam’s first year on the Students of Stonewall, he was quiet, reserved and barely talked to anyone. The opportunities to self-advocate and to stand up for those with disabilities, those of color, and those in the LGBTQ+ community has allowed Adam to emerge from his shell.

In his own words:

“I’m still on the quiet side now, but I’m much more vocal and am definitely not as quiet around new people as I used to be. I think this is a good example for those who may feel shy, intimidated or struggle speaking up and advocating for themselves. I’m happy I found my voice and see it as my purpose to use it for myself and others.”
Wesley Rice is an employee and a student. He attends Carter High School in Knoxville. He will be 20 years old on May 28 and has three siblings: a sister, McKenzie who is 21, and brothers Patrick (18), and Christian (16).

According to his mom, Christi, “Wesley is genuine. What you see is what you get. He is kind, trusting and compassionate. I think what I love the most is his gift to appreciate the little things that we all take for granted. He is always polite and quick to give a compliment even on days when he’s not feeling well. He always tries and never gives up.”

Wesley participated in an employment event through Open Doors TN, where a local business provided an opportunity for individuals with disabilities to work a few hours and earn cash for those efforts. In that time, Wesley realized he liked to work and earn money.

Wesley and Christi began asking “anyone who would listen” if Wesley could work for them. Fortunately, Alan Sims, the owner of two Menchie’s frozen yogurt shops, said “yes”, which has a great deal to do with why we’re standing here today, presenting Wesley and Christi with these special advocacy awards.

As a dedicated employee who has had to learn to speak up for himself, learn numerous new tasks and accept a great deal of responsibility, he has been an excellent role model for other young people with disabilities in the community who would like the same opportunities as any other young adults.

The experience has been endlessly rewarding. Wesley’s job has given him self-esteem, a feeling of independence and autonomy, a sense of accomplishment and being a productive and contributing member of his community. The job provided Wesley with a paycheck, life lessons in saving money, budgeting and opening a checking account, getting a debit card, learning not to give out that debit card number, learning how to bank and use an ATM, and independence in being able to purchase desired items without having to get parental approval. Christi said, “I have watched Wesley grow into a much more confident young man through his job and all the social skills and experience that go with his job, all because Wesley wanted a job.”

Wesley has become a community leader “by example”. At a recent transition fair where Wesley took part in a panel discussion about transitioning from high school to adulthood, Wesley said, “If you want something, like a job, just ask.” According to Christi, It never occurs to him that he can’t do something, and I think that’s one of the traits that projects leadership in Wesley.”