

Self-Determination Skills



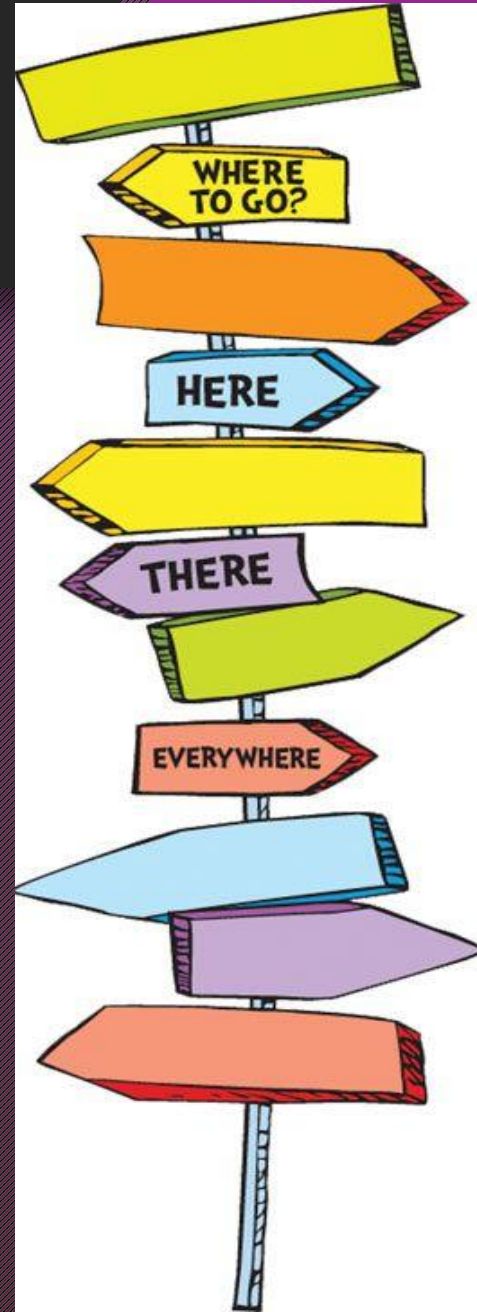
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2023

We Should Consider...

- Your children will spend most of their lives as adults
- There are no federal entitlements to provide training or supports to our students as adults
- Currently, most adults with developmental disabilities are extremely dependent on other people to make decisions that affect many aspects of their daily lives



The following is an excerpt from
Why is This Cake on Fire?



Imagine being a small child and hearing your parents talk about your birthday party. You hear the excitement in their voices as they talk and plan, starting with a theme for the party...And then your birthday comes and goes, but no one ever invites you to your party...Maybe they just forgot to invite me, you think.

Several years later, when you become a teenager, you barely catch a snippet of a conversation about your birthday party. But since you have never been invited before to your parties, you know that your presence there is not important...But this time you receive an invitation...You are surprised, confused, and even scared.

Now read this excerpt again, but this time, insert "IEP" in place of "birthday parties."

Why is **STUDENT** Involvement So Important?



- IDEA 2004 requires that **all students** be allowed to participate to the best of their capabilities
- Students need to feel empowered in their education and their future
- Students will have more of a “buy in” to their goals and services if they have a say in them.
- Students 18 and over have the right to sign their own IEPs (unless parent has obtained legal guardianship)

**The First Step to Successful
Student-Centered IEPs is...**

Self-Determination

What is Self-Determination?

1

**Knowing &
believing in
yourself**

2

**Knowing what you
want your future to
be like and how to
make plans to
achieve this future**

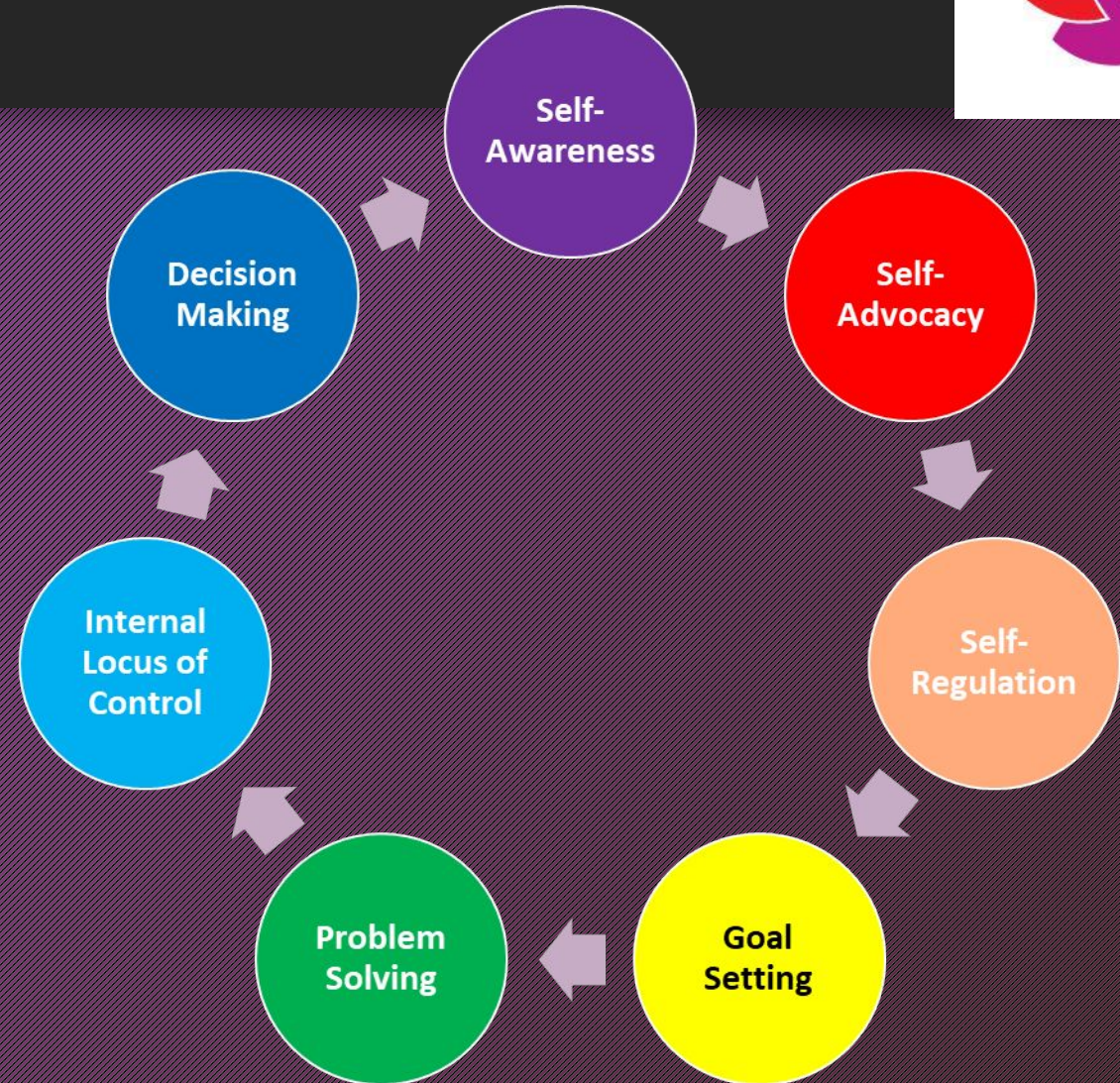
3

**Knowing the
supports that you
need to take
control of your life**



Domains of Self-Determination

- Self- Awareness
- Self- Advocacy
- Self-Regulation
- Goal Setting
- Problem Solving
- Internal Locus of Control
- Decision Making



Power Standards

- APS staff members Christina Eagle, Laura Dinardo, and Deborah Hammer created Power Standards to help you and students better understand each of the self-determination areas.
- These are examples of skills that children and adults with disabilities need to learn to help them become self-determined



Self-Awareness

Definition: The skills of knowing one's own strengths, abilities and limitations, and knowing how to use these unique attributes to beneficially influence one's own life.

Power Standards

1. Student will identify _# of things that they are good at academically, socially, and vocationally.
2. Student will identify _# of things that they need to work on in the areas of academics, social skills, and vocational skills.
3. Student will identify their interests, hobbies, and preferred activities
4. Student will identify dislikes and non-preferred activities.
5. Student will participate in their IEP as fully as possible.



Self-Advocacy

Definition: Skills necessary to be able to speak up or defend a cause of personal interest.

Power Standards:

1. Student will be able to state what their disability is.
2. Student will be able to state how their disability affects them.
3. Student will be able to ask for help.
4. Student will be able to identify who they can ask for help in a given situation.
5. Student will be able to identify supports and/or accommodations that they require.

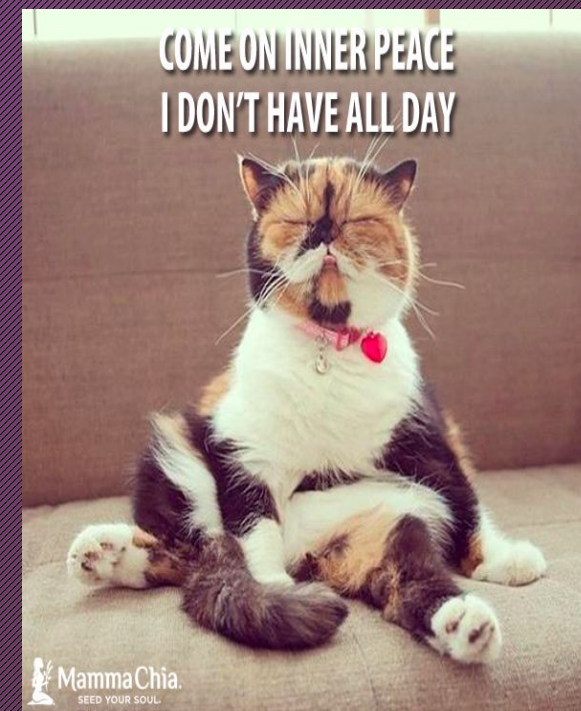


Self-Regulation

Definition: The process of monitoring one's own actions.

Power Standards:

1. Student will be able to identify their own personal emotion.
2. Student will be able to identify their own current state of regulation (i.e. expected and unexpected).
3. Student will be able to identify the expectation for self-regulation in a given setting (i.e. cafeteria, PE, math class, baseball game).
4. Students will be able to identify strategies that allow them to maintain expected behaviors for a given setting.
5. Students will be able to use strategies that allow them to maintain expected behaviors for a given setting.



Goal Setting and Attainment

Definition: The skill of determining how you are going to accomplish what you want (setting the goal, putting it into action, and measuring success).

Power Standards

1. Student will demonstrate understanding of a goal.
2. Student will identify steps necessary to achieve a goal.
3. Student will set short term goals.
4. Student will set long term goals.
5. Student will follow the steps to meet short and long term goals.



Problem Solving

Definition: Being able to identify a problem, identify different solutions, and make a choice.

Power Standards:

1. Student will identify the problem.
2. Student will identify # different solutions to the problem.
3. The student will think through each possible solution.
4. Student will pick the best solution and do it.
5. Student will evaluate the success of the solution that they chose



Internal Locus of Control

Definition: The belief that one has control over outcomes that are important to their life.

Power Standards:

1. Student will recognize that their behavior has positive and negative consequences.
2. Student will identify factors that they control or not control that affect them in school (i.e. studying, sleeping, etc).
3. Student will be able to listen and respect the perspective of another person.
4. Student will accept that it is ok to make mistakes and make the needed corrections.
5. Student will accept corrective (positive and negative) feedback.



Decision Making

Definition: The skill of choosing between more than two known options.

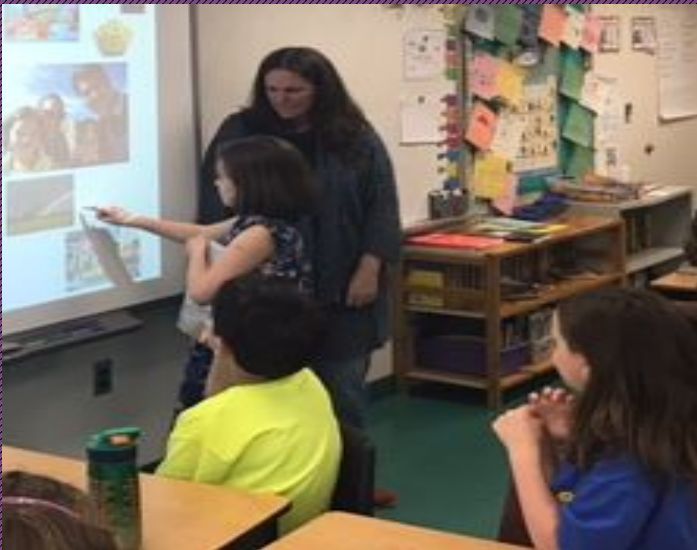
Power Standards:

1. Student will be able to choose between two presented options.
2. Student will be able to identify the best choice from the field of one expected and unexpected options.
3. Student will be able to identify potential consequences of a choice.
4. Student will be able to decide between a goal-oriented choice and a non-goal-oriented choice.
5. Student will be able to choose an option when presented with an open-ended question or situation.



How to Support Self-Determination:

Things You Can Do To Help Your Child Become More Self-Determined



Teach

Teach your children to self-advocate, make choices, and problem-solve

Involve

Involve them in their IEPs and other decisions about their life

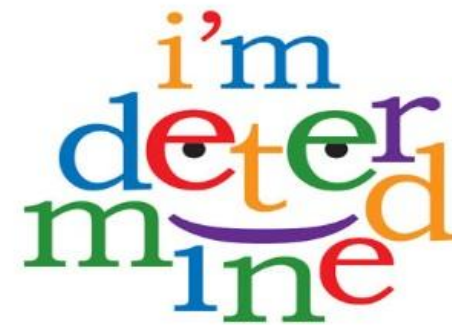
Help

Help them practice their self-determination skills at home and in the community

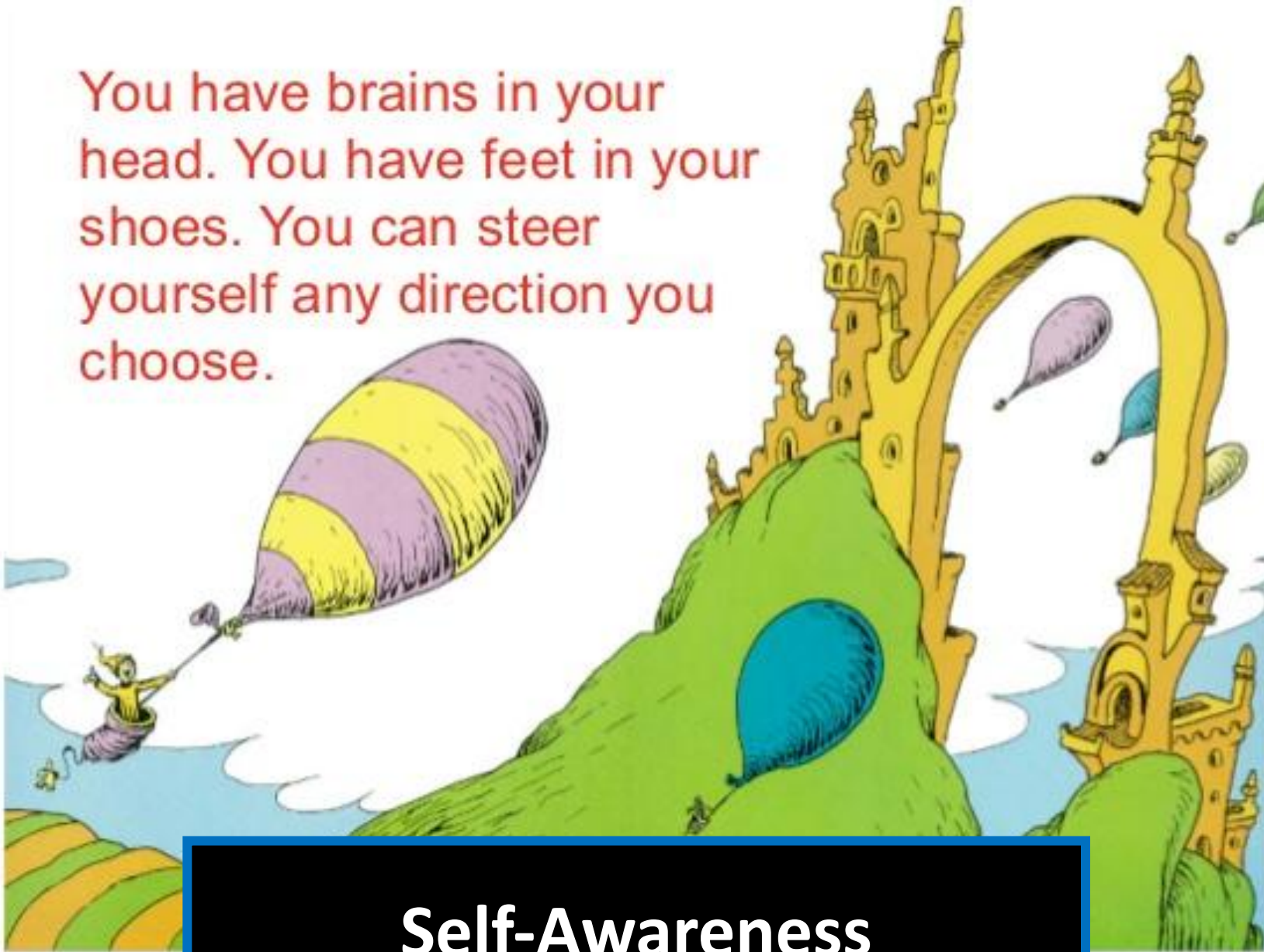
I'm Determined

• <http://www.imdetermined.org>

- Project funded by the Virginia Department of Education and created by our Training and Technical Assistance Centers (T/TAC)
- Focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior.
- This project facilitates youth, especially those with disabilities, to take control of their lives.



You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.



Self-Awareness

“All About Me”

- An *I’m Determined* template to help students express their strengths, interests, needs, and learning style preferences

Name: _____
Address: _____
DOB: _____

Date: _____

My Strengths




My Interests

My Preferences

My Needs

i'm determined

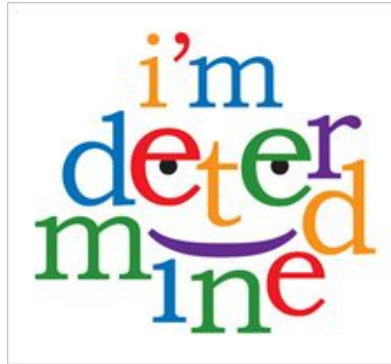
• Click icon to add media



Name: S.P.
Grade: 9th

My Strengths

I am very good at math.
I am good at using computers.
I can do things well if my goal
is clearly defined.



My Preferences

I prefer to work alone rather
than in group, to be in a
classroom without loud noises,
and to be seated next to empty
desks.



My Interests

I am interested in computers
and computer games.

My Needs

If I am participating in a group
project, I may need to be assigned
a group, because I may not be
able to find one myself.

Maribeth Allen



Interests

- Roller Skating
- Soccer
- Cheer



Activities

- Pep Club
- Church
- Special Olympics



Occupation:
Retail Stocker



Likes

- Dogs
- Playing soccer
- Swimming



Abilities

- Friendly
- Helpful
- Good Communicator

Dislikes

- Legos
- Basketball
- The beach



Case Managers

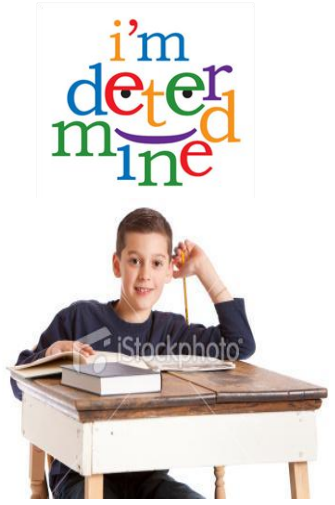
- Catherine Miller
- Amber Jones



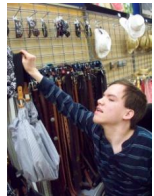
Recycling



Delivering the Paper



Joe Marks



Stocking at Wal-Mart



Shopping

Augmentative Communication System



Verbal Praise



Attend Homecoming Parade



Attend Prom



Attend Senior Picnic



Attend Senior Breakfast



Graduate



Hey I'm Robert. I'm 14 no I'm just joking. I'm really 12. Have great time reading this.



My Interests:
I like to play star wars games and draw

I have an IEP because ... I have anger issues I need to control it and not get angry over little things and not get frustrated.

Ways to learn best:

Skip some problems and go to next one until I can get it.
Read the question first then read the story.

My favorite classes:

L.A because I love The word ladder
P.E because I like to play games

My plans for the future:

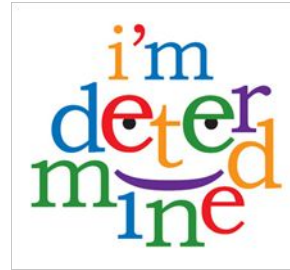
Go to Virginia Tech college.
Be a game designer .
Buy my own house.
Start a basic job before I be a game designer.

My hardest classes:

Math because division and multiplication have a lot of thinking
Social studies because all the writing and highlighting.

Interests

Basketball
Softball
Video Games
Computer Games
Youth Groups
Special Olympics (Unified)



I Want You to Know

- I often make the honor roll.
- I am really good with my hands.
- My sister and I were adopted at birth.
- My favorite class is social studies.
- My parents are both teachers.
- I have severe migraines.
- I was diagnosed with ADHD at age 4.
- I have a learning disability.
- I have difficulty putting my thoughts onto paper.
- I am on the VDOE Youth Leadership Team.
- I speak around the state on self-determination.
- I scored a perfect score on my Geometry SOL.

Learning Styles

Auditory/Kinesthetic



I want to live in a big house with a pool.

Accommodations that Work

- Scribe
- 10 problems in math per night
- Water Breaks
- Clinic Visits
- Study Guides and Back-up Notes

My college choice is John Tyler.
My career interest is in Criminal Justice.

★
Super Kid

Tyreece

Here are some of my favorite things!

All About Me!



★
Super Kid

Maryellen

Here are some of my favorite things!

All About Me!



★
Super Kid

Yan

Here are some of my favorite things!

All About Me!



★
Super Kid

Lara



All About Me!



These are some of my favorite things!



Other Options



Student Profile Worksheet

Student Name: _____ Date: _____

Teacher: _____ Grade/Subject: _____

Interest

Learning Style

Strengths

Needs



My Good Day Plan

Good Day

What happens on a Good Day?

- ✦ Getting a good night sleep
- ✦ Eating breakfast at home
- ✦ Everything going as scheduled
- ✦ Getting to class on time
- ✦ Civics: Everything going smoothly
- ✦ Science: Quiet classmates,
- ✦ English: Everything going smoothly, taking breaks
- ✦ Lunch: eating in the classroom, not in cafeteria
- ✦ Math: quiet classmates,
- ✦ Skills Lab: Everything going smoothly, working on homework

Now

Does it happen now?

- ✦ Sleep-most of time
- ✦ Eating at home- Everyday
- ✦ Everything going as scheduled-Often
- ✦ Getting to class on time-All the time
- ✦ Civics-Pretty often
- ✦ Science-sometimes
- ✦ English-Pretty often
- ✦ Lunch-Everyday-b/c he goes to lunch early.
- ✦ Math-Rarely
- ✦ Skills lab-most of the time

Action

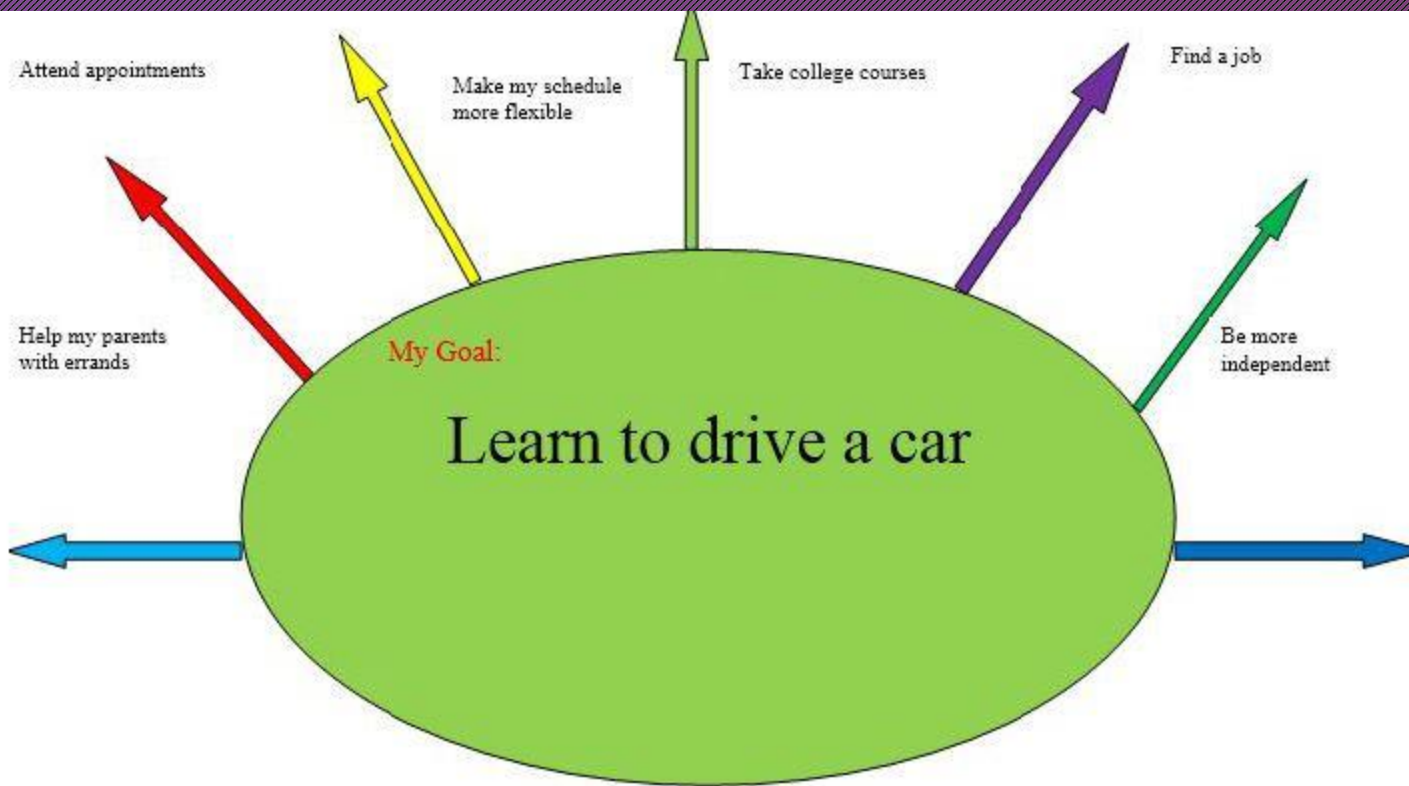
What needs to happen to make it a Good Day?

- ✦ Sleep-Try to stick to a routine before bedtime, melatonin and warm milk
- ✦ Eating-Make sure breakfast is prepared at home, by mom or dad.
- ✦ Schedule--Need people to stay out of my way, going to class a few minutes early or late to beat the crowd.
- ✦ Civics-Mr. H having materials prepared.
- ✦ Science: Talk to the teacher to get the kids to quiet down, or asked the kids to quiet down in a polite tone of voice.
- ✦ English: Mr. H having materials prepared.
- ✦ Lunch: Going to lunch early to beat the lines, eating in the classroom.
- ✦ Math: Talk to the teacher to get kids to quiet down, appropriately ask to leave.
- ✦ Skills lab: Working on homework so he doesn't have to do any at home.

Support

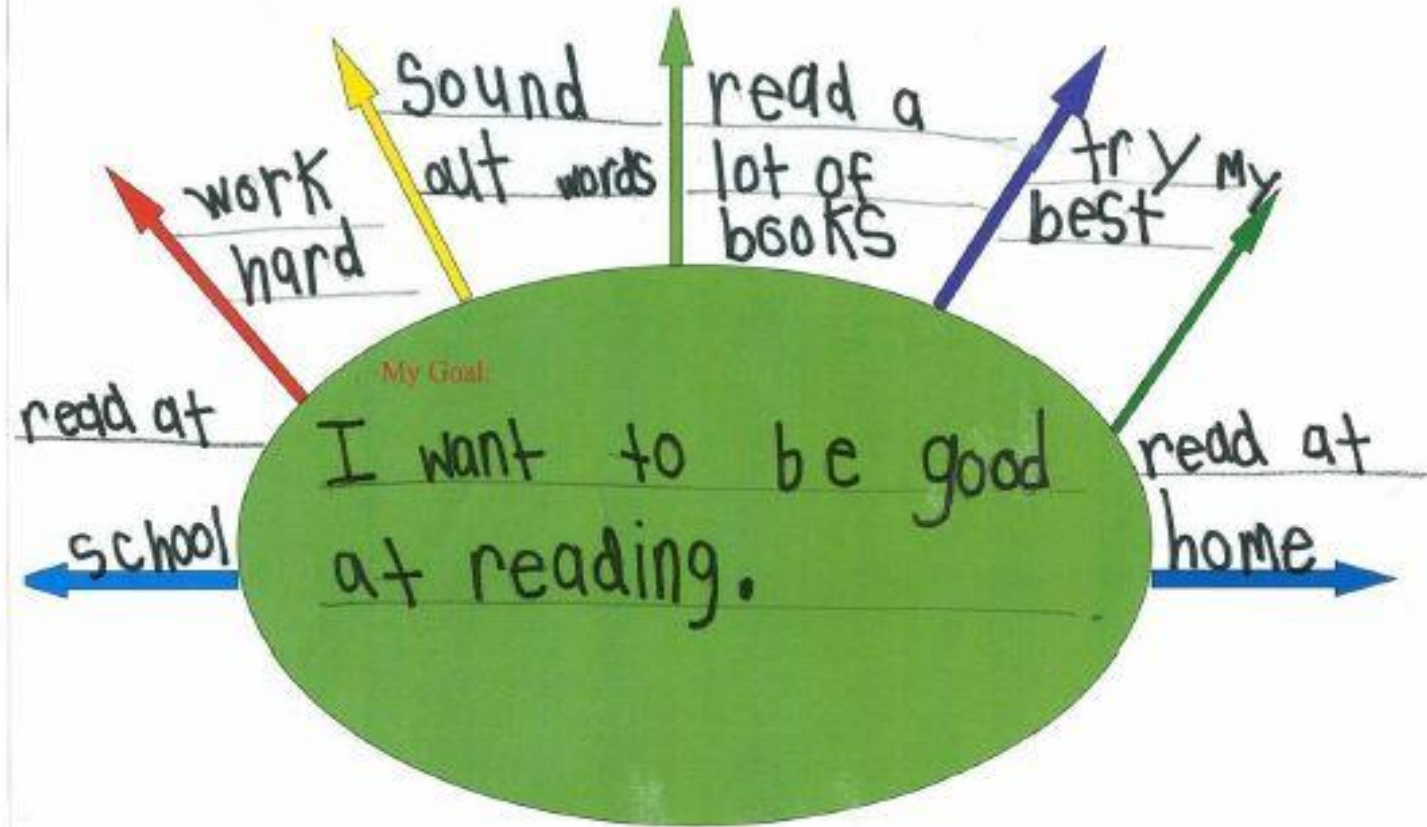
Who can help me?

- ✦ Mom & Dad
- ✦ For all school related: Me/Mr. H/Mr. R/Mrs. Robinson
- ✦ Science: Mr. F
- ✦ Math: Mrs. E



What I need to do to get there:

- Work with OT's and PT's for evaluation and accommodations
- Study for driving test
- Pass driving test
- Find a car with modifications that I need



What I need to do to get there:

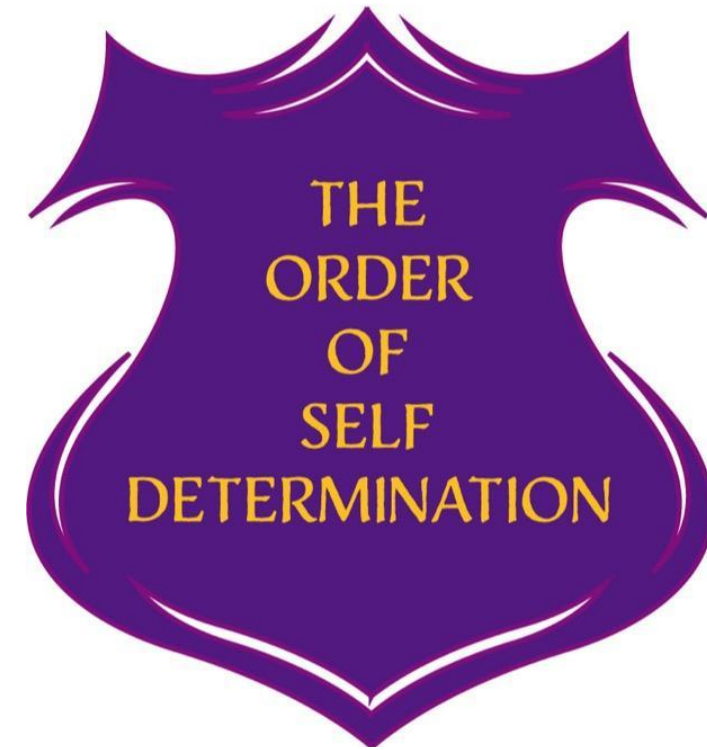
I am determined to do my best







A CLUB FOR
STUDENT SELF-ADVOCATES IN
THE PROGRAM FOR
EMPLOYMENT PREPAREDNESS

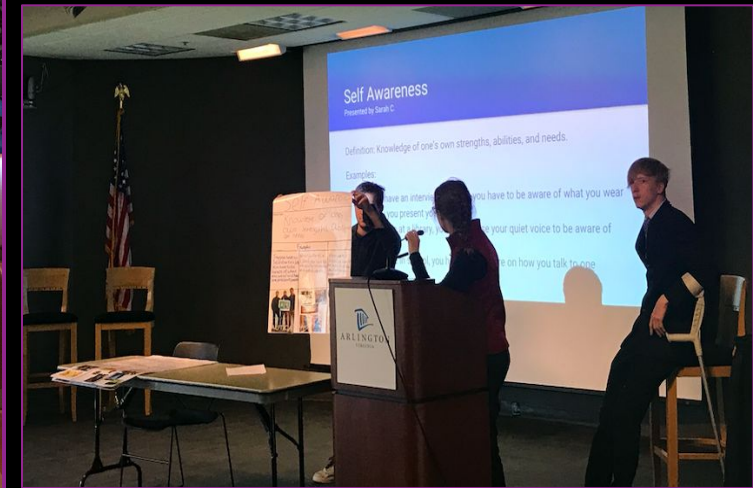


Self-Determination Clubs:
The Order of Self-Determination



Activities Include:

- ◆ Working with classrooms from preschool to high school
- ◆ Mentoring other students with disabilities
- ◆ Teaching peers how to be involved in student-centered IEPs
- ◆ Training school staff and parents
- ◆ Webinars
- ◆ Raising awareness of disabilities and how they affect people
- ◆ Weekly club meetings



How Club Members Learn About Self-Determination

- Skits
- Games
- Hearing from each other and sharing our stories
- Watching videos
- Teaching others
- Attending weekly meetings
- Guest speakers



Preparing For a Student-Centered IEP Meeting

Have the student practice being in the room used for the IEP

Practice having the student ask questions if they need more information

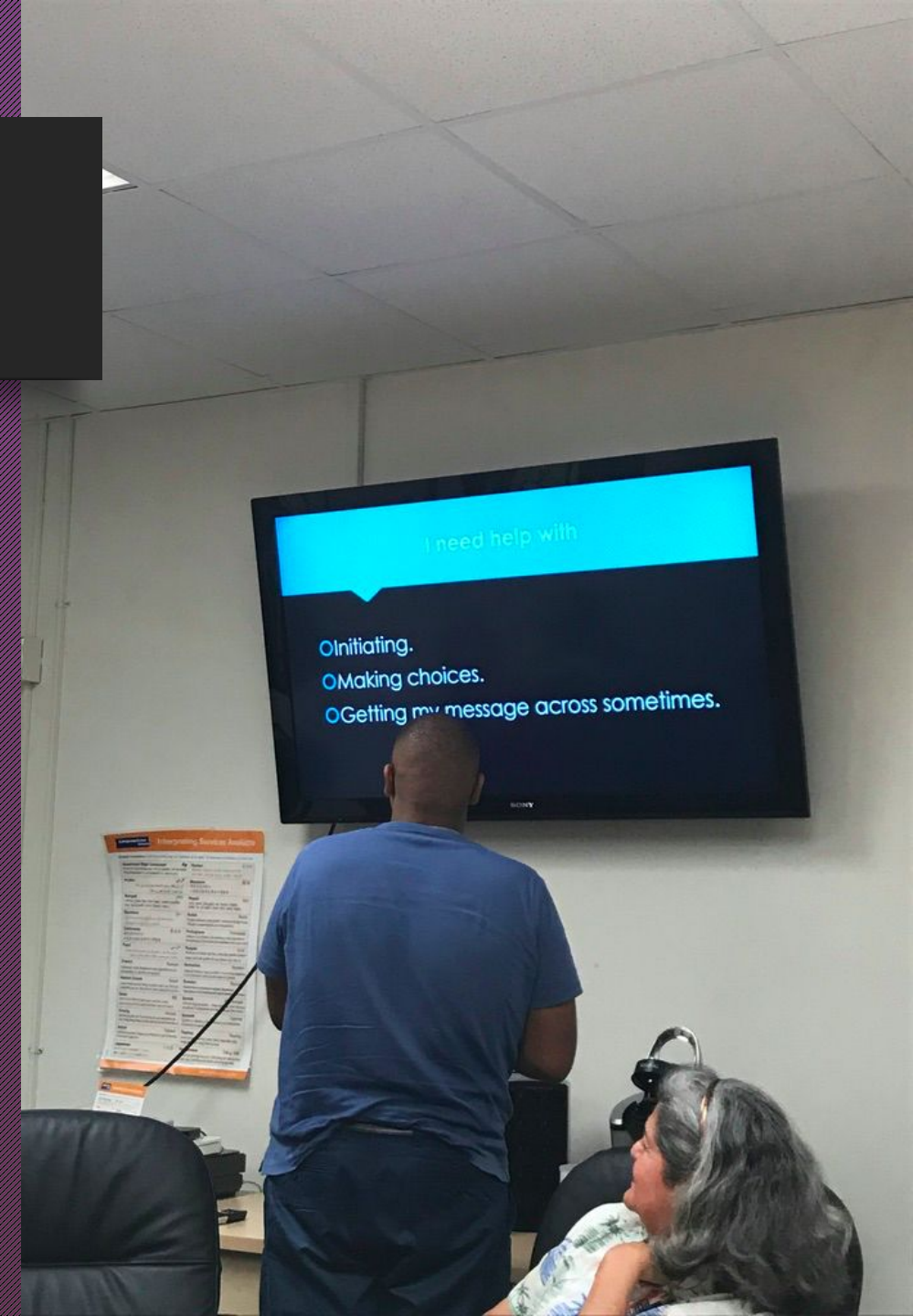
Use a social story to teach the student about the IEP meeting process

Prepare an “All About Me” slideshow to summarize the IEP

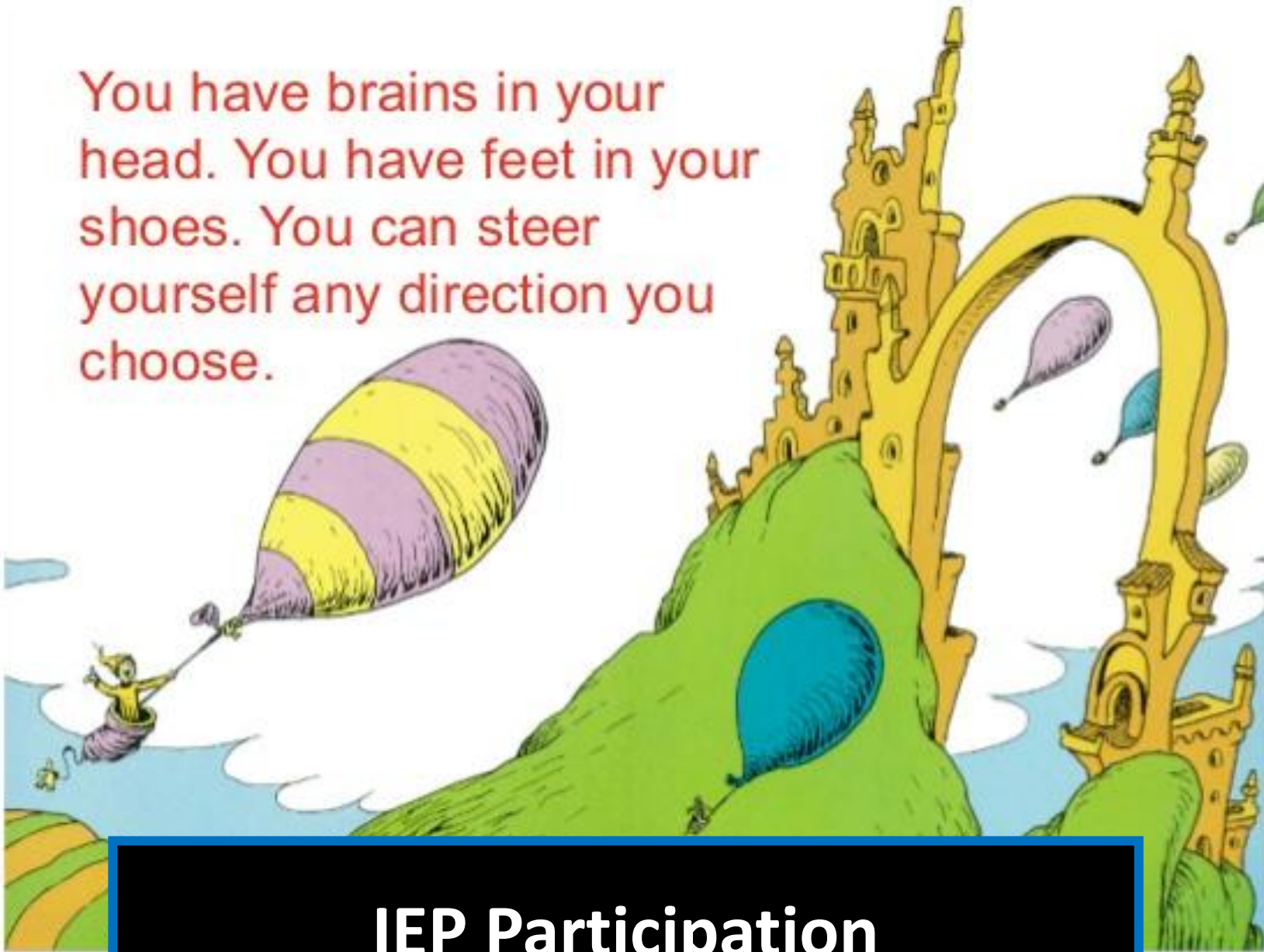
Help them understand the formal language that will be used in the IEP (accommodations, goals, ESY, etc.)

Include the students in writing a draft of their IEP.

Use resources from *I'm Determined*



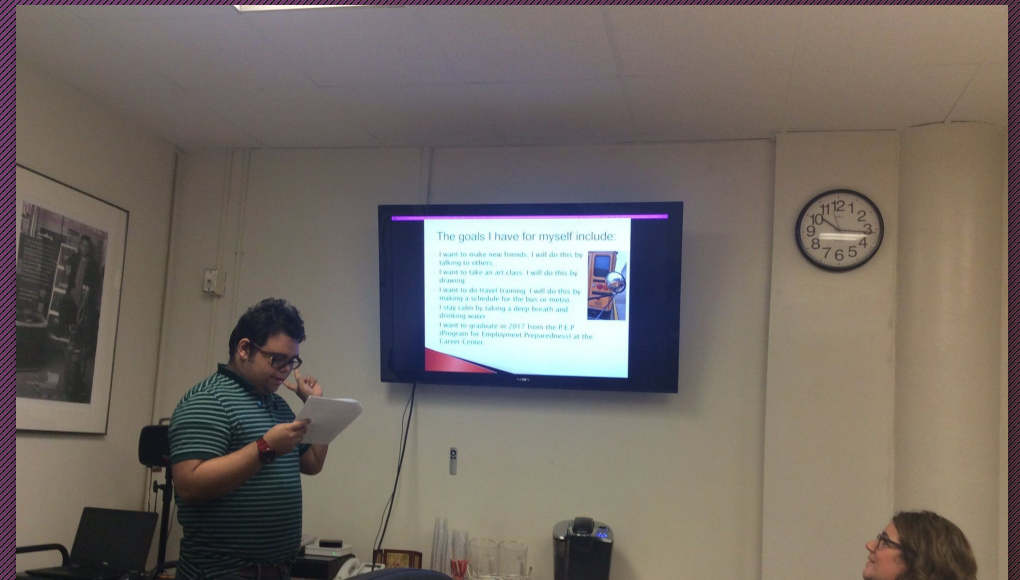
You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.



IEP Participation

Involving Students in the IEP

- Involve students in meetings to the best of their ability level
- Bring food, fidgets, and communication tools
- Talk with students, not about them
- Have students prepare presentations ahead of time that cover main concepts of their IEP



Scope and Sequence of Student Involvement

IEP takes place without student present

Student present with minimal participation and/or preparation

Student present with some participation (presents information, gives input into goals, answers questions)

Student present and actively participates

Student present and takes responsibility for one piece of the process

Student present and takes responsibility for most of the process

The “All About Me” Presentation

- Will be unique to each student
- Can utilize the self-awareness knowledge gained from the I’m Determined activities
- Can be done in the form of a PowerPoint, Animation, Video, or any other creative format
- **Can include these domains:**
 - List of participants
 - Information about disability
 - Strengths
 - Areas of Need
 - How team members should offer support (accommodations)
 - Areas of Interest
 - Goals for the Future

Title Slide: Student Name Here

- My interests are
- Grade I'm in this year
- Any other important information everyone should know about me, such as medical issues

**Put a photo of
yourself here**

Invitation List

List members of your IEP team (name and their role), including:

Parents

Case Carrier

Other teachers

Therapists

Anyone else who will attend

Strengths

- List things I like to do
- List things that I'm good at doing
- The template from I'm Determined can be used:








My Strengths	My Interests
My Preferences	My Needs

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Areas of Need



Things that I don't like (can include sensory issues)

	Look at the bubblers
	Play with fidgets
	Breathe deeply
	Count
	Squeeze and release my hands
	Think happy thoughts
	Sit quietly and rest

Things that are difficult for me or that I need to work on

Goals for Adulthood

My dreams for life as an adult

Hobbies I might have

Where I would like to live

What job I would like to do



Annual Goals

- What I want to learn
- My goals
- Goal sheet from I'm Determined can be used for each goal:

The goal sheet is a 2x2 grid. The top-left quadrant is orange and labeled 'My Goal'. The top-right quadrant is blue and labeled 'Next Steps to Reach My Goal'. The bottom-left quadrant is red and labeled 'Outcomes', containing three empty rectangular boxes. The bottom-right quadrant is green and labeled 'People Who Can Support Me to Reach My Goal'. A red arrow points from the 'My Goal' box to the 'Next Steps' box. An orange arrow points from the 'Next Steps' box to the 'Support' box. A row of five colorful arrows (pink, green, blue, yellow, red) points from the 'My Goal' box down to the 'Outcomes' boxes. At the bottom of the sheet, there is a small copyright notice.

My Goal

Next Steps to Reach My Goal

Outcomes

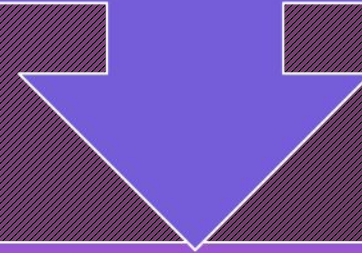
People Who Can Support Me to Reach My Goal

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Accommodations



List the supports you need from staff at school to help you have the best school day possible.



Examples of accommodations

Augmentative
Communication

Headphones

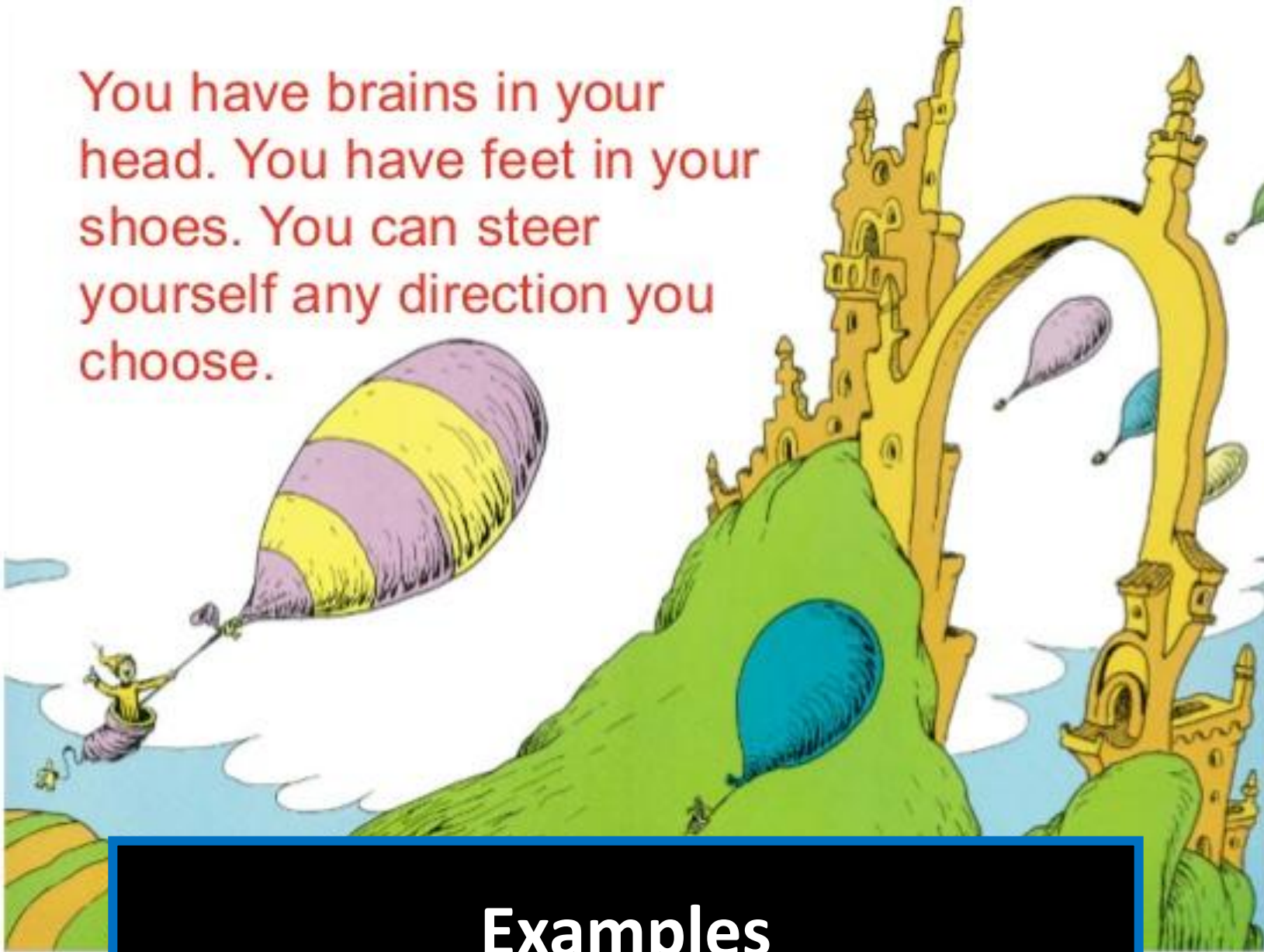
Access to
fidgets

Thank-You Page

- Thank everyone for attending your IEP presentation



You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.

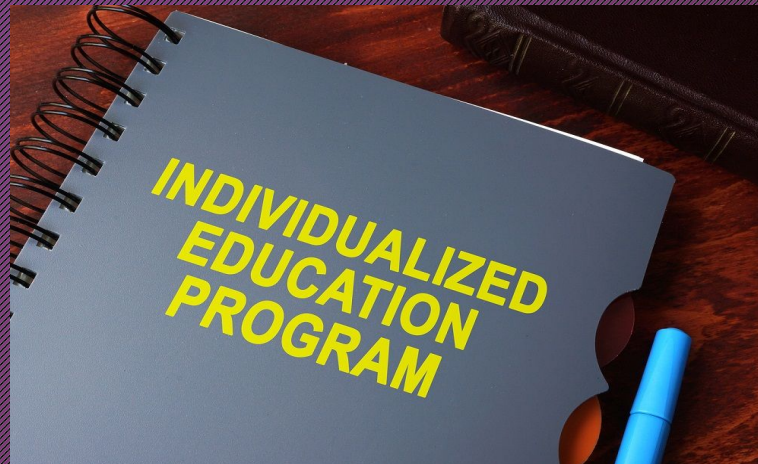


Examples



Welcome To My IEP Meeting!

Sarah



ALL ABOUT ME!

My name is Sarah C

I am 20 years old

I am in the 13th grade

I go to the Arlington Career Center

I want people to know that I have type I diabetes.

I love cats, reading different types of books, doing different types of puzzles, and playing video games.

Some of my favorite activities are going ice skating, clubs after school, traveling, and going to figure skating lessons

Strengths



I am good with people

I like helping the other students that are in my PEP class, when they need help with their classwork and other assignments.

I am a hard worker

I usually keep working to complete the tasks or assignments that I am given.

I am responsible

I always try to follow the rules and that are given by the teacher or somebody else.

I am good at writing

My writing has improved since the beginning of the school year.

What I Need to Be More Independent

Better money skills

I will work at the brown box sales table one day a week during the second semester.

Take initiatives on job sites

I will have a goal of helping/instructing other students at my internships.

Traveling more independently

I will take the metro or art bus to my internship during next school year.

**SOME DAYS SHE HAS NO
IDEA HOW SHE'LL DO IT,**

**BUT EVERY SINGLE DAY IT
STILL GETS DONE.**

Things That Help Me Learn



Visual demonstrations in the classroom

Practice helps me learn skills

Extra time to review and repeat instructions given by the teacher.

Multi steps written down when I think I need it

My Future Plans and Dreams

I am interested in a career in child development.

After high school I want to go to NOVA Community College Alexandria Campus.

I want to get better at being part of my community through volunteer work.



Jobs I might Like To Do

I would like to work in child care and early childhood education.

for example, as a teacher's assistant.

Library work/sciences is a job that I might be interested in doing.

(Like being a volunteer librarian in the local public library on the weekends).

I also might want to do some career path that has to do with artwork.

I would like to do something that involves being creative, like becoming a digital graphic artist and/or designer.



Living Arrangements in the Future

Living somewhere with my friends, sharing an apartment or a house.

I might also want to live in a neighborhood that is close to my family.





Thank you for coming to my IEP!

Example of a Video Presentation For A Student-Centered IEP Meeting



Thank You
For Attending!

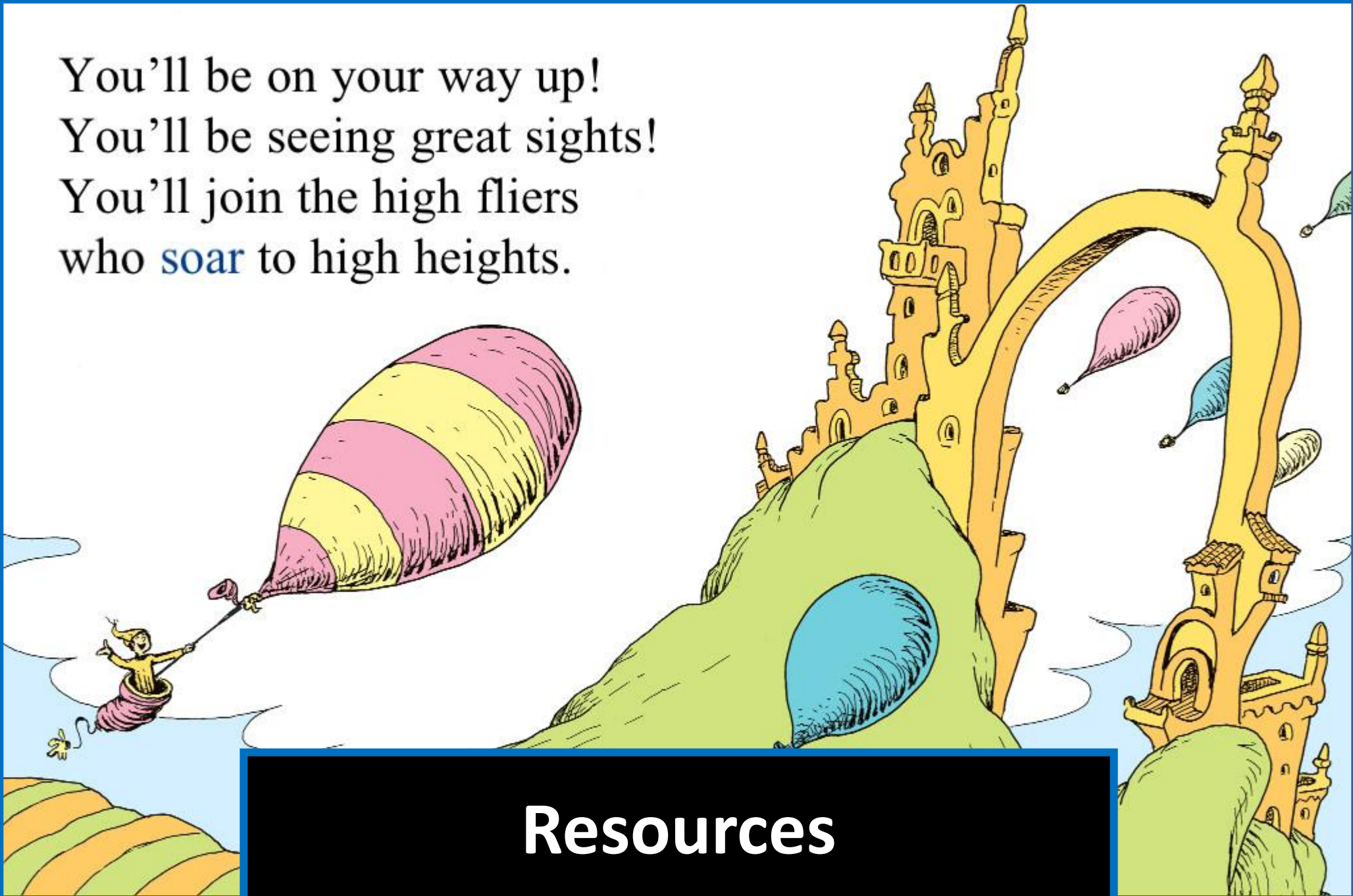
Oh, the Places You'll Go!

**You'll be on your way up!
You'll be seeing great sights!
You'll join the high fliers
who soar to high heights.
You're off to Great Places!
Today is your day!
Your mountain is waiting.
So...*get on your way!***

-Dr. Seuss

Thank you to Dr. Seuss for artwork!

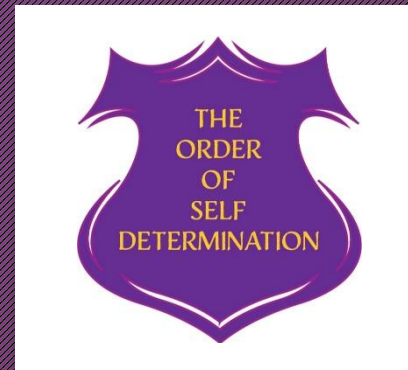
You'll be on your way up!
You'll be seeing great sights!
You'll join the high fliers
who **soar** to high heights.



Resources

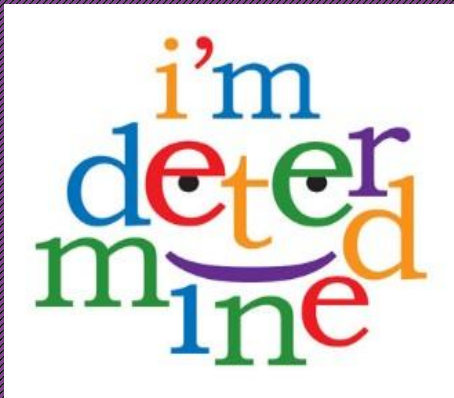
Self-Determination Web Sites

- **National Gateway to Self Determination**
<http://www.ngsd.org/everyone/what-self-determination>
- **PACER**
<https://www.pacer.org/transition/learning-center/independent-community-living/self-determination.asp>
- **Autistic Self-Advocacy Network** <http://autisticadvocacy.org/>
- **WVU Center for Excellence in Disabilities**
<http://cedwvu.org/resources/self-determination/>
- **A Student's Guide to the IEP**
<https://www.bridges4kids.org/StudentGuideIEP.pdf>
- **The Order of Self-Determination**
<https://careercenter.apsva.us/programs/pep/the-order-of-self-determination/>



**Items You Can
Find On the *I'm
Determined*
Website
Include...**

- **Guides for students to understand their IEP and transition plan**
http://www.imdetermined.org/resources/detail/understanding_my_iep_differentiated
- **Good Day plans**
http://www.imdetermined.org/resources/detail/good_day_plan_implementation_guide
- **Self-determination checklists for all age levels**
http://www.imdetermined.org/resources/detail/i4_self_determination_checklist_student
http://www.imdetermined.org/resources/detail/i4_self_determination_checklist_elementary_student
- **Disability awareness**
http://www.imdetermined.org/quick_links/modules/
- **Anti-bullying and pro-inclusion resources**
http://www.imdetermined.org/quick_links/bully-free_zone/
- **Documents in Spanish**
http://www.imdetermined.org/?sfid=3176&sf_s=spanish



Person-Centered Planning Web Resources

Resource	Link
Pacer	https://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp
ACL	https://acl.gov/programs/consumer-control/person-centered-planning
Cornell	https://www.personcenteredplanning.org/
University of Minnesota	https://rtc.umn.edu/docs/pcpmanual1.pdf
Cognitopia	https://www.cognitopia.com/
Helen Anderson	helensandersonassociates.co.uk/reading-room/how/person-centred-planning/path.aspx

Books About Self-Determination and Person-Centered Planning (PCP)

- *The Integrated Self-Advocacy ISA Curriculum* by Valerie Paradiz
- *Ask and Tell: Self-Advocacy and Disclosure for People on the Spectrum* edited by Stephen Shore
- *Self-Determination* by Michael Wehmeyer and Sharon Field
- *The PATH & MAPS Handbook: Person-Centered Ways to Build Community* by John O'Brien, Jack Pearpoint & Linda Kahn
- *PATH: Planning Alternative Tomorrows with Hope. A Workbook for Planning Possible Positive Futures* by John O'Brien, Jack Pearpoint, and Marsha Forest