

Developing and Utilizing Self-Determination Skills

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Neuropsychology & Education Services
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Agenda

- Define Self-Determination (SD)
- Break SD down into key components
- Understand why SD matters
- Learn benefits of and strategies for promoting SD skill development and behavior



The Birthday Party



From Jamie L van Dycke, James E. Martin, David L. Lovett, Teaching Exceptional Children.
Reston Jan/Feb 2006 Vol. 38, Iss.3 Pg. 42, 6pgs Self-Determination Constructs

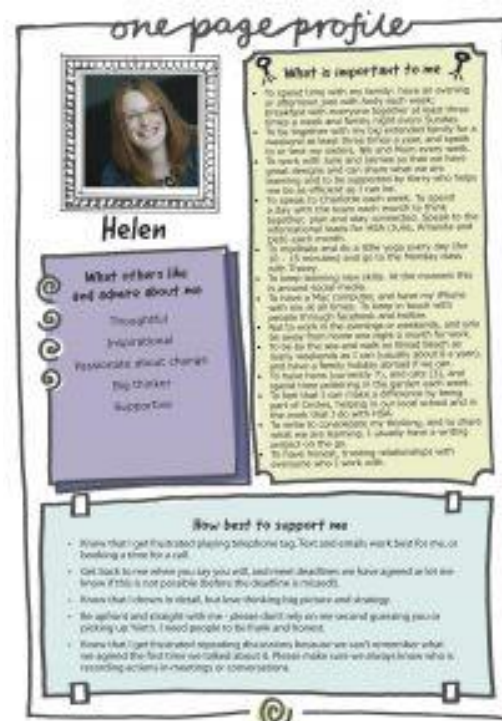


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Self-Determination Defined

There are many definitions of SD in the literature. The most comprehensive definition is provided by Field, Martin, Miller, Ward, and Wehmeyer (1998).



Self-Determination Defined

- A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior.
- An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination.
- When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.

(Field, Martin, Miller, Ward, & Wehmeyer, 1998)



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Self-Determination

Components of Self-Determination

1. Autonomy
2. Self-Regulation
3. Psychological Empowerment
4. Self-Realization

Wehmeyer, Michael L. (1995). *Arc's self-determination scale: procedural guidelines*

Components of Self-Determination:

(1) Autonomy

- Choice-making: appropriately choosing between a finite number of choices
- Decision-making: involves choosing between unlimited options



Components of Self-Determination:

(2) Self-Regulation

- Emotional and Behavioral Regulation: self-monitoring, self-evaluation, self-instruction, self-management (controlling own behavior by being aware of one's actions and providing feedback)
- Problem-solving: weigh pros & cons of potential actions, identify barriers to success



Components of Self-Determination:

(3) Psychological Empowerment

- Goal-setting and attainment: ability to set appropriate goals for self and achieve the goals with actions
- Self-efficacy: understanding that own actions have an impact – you are a causal agency in your life

Components of Self-Determination:

(4) Self-Realization

Self-awareness: awareness of own individuality, strengths, and areas for improvement

Self-advocacy: have knowledge of self, knowledge of rights, communication skills, and leadership ability.

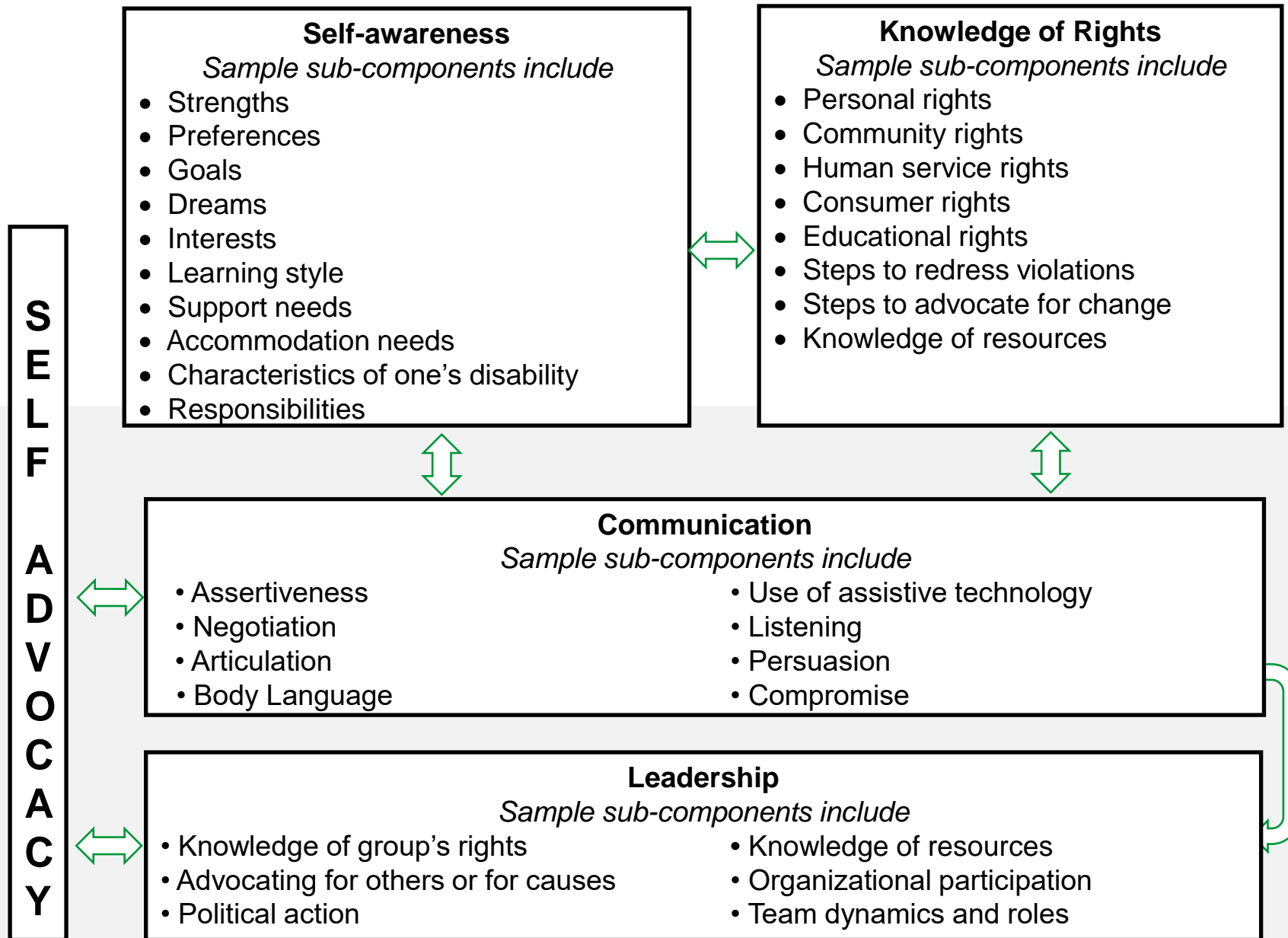


(Algozzine, Browder, Karvonen, Test, & Wood, 2001)



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Self-Determination Simplified

“

Essentially being able to make choices and decisions about one's own life without any more support than necessary

(DCDT fact sheet)



Why the emphasis on SD?

Individuals with Higher levels of SD:

- Have more positive adult outcomes (e.g., better employment, higher wages, better living situations)
- Have better quality of life (e.g., independence, productivity, community integration, satisfaction)



(Wehmeyer & Schwarz, 1997)

Why the emphasis on SD?

- Individuals with Higher levels of SD may have more positive school experiences (e.g., higher grades, attendance, fewer behavior problems). (Wehmeyer & Schwartz, 1997)
- Self-determined students are more likely to actively participate in the teaching process and make the job of teaching more enjoyable and meaningful for teachers (Kohn, 1993)



**Now we know WHAT and
WHY... Let's talk about HOW?**



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Self-Determination during School Years

- Utilize a student driven IEP process to allow students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy
- Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills
- Ensure all students, including those with significant disabilities, have a functional communication system to engage in choice making, problem-solving, goal setting, taking initiative to reach goals, and accepting consequences for one's actions



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The Student Vision

Vision Statement: What is the vision for this student?

Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments.

- Postsecondary Education/Training
- Work
- Independent Living (Where they live, what is important to be included in their life)
- Community Engagement

IEP 1

Building Self-Determination

Tools for Parents and Educators:











- Charting the Life Course-Life Domain Vision Tool
- 5 Bold Steps
- MAPS-Making Action Plan



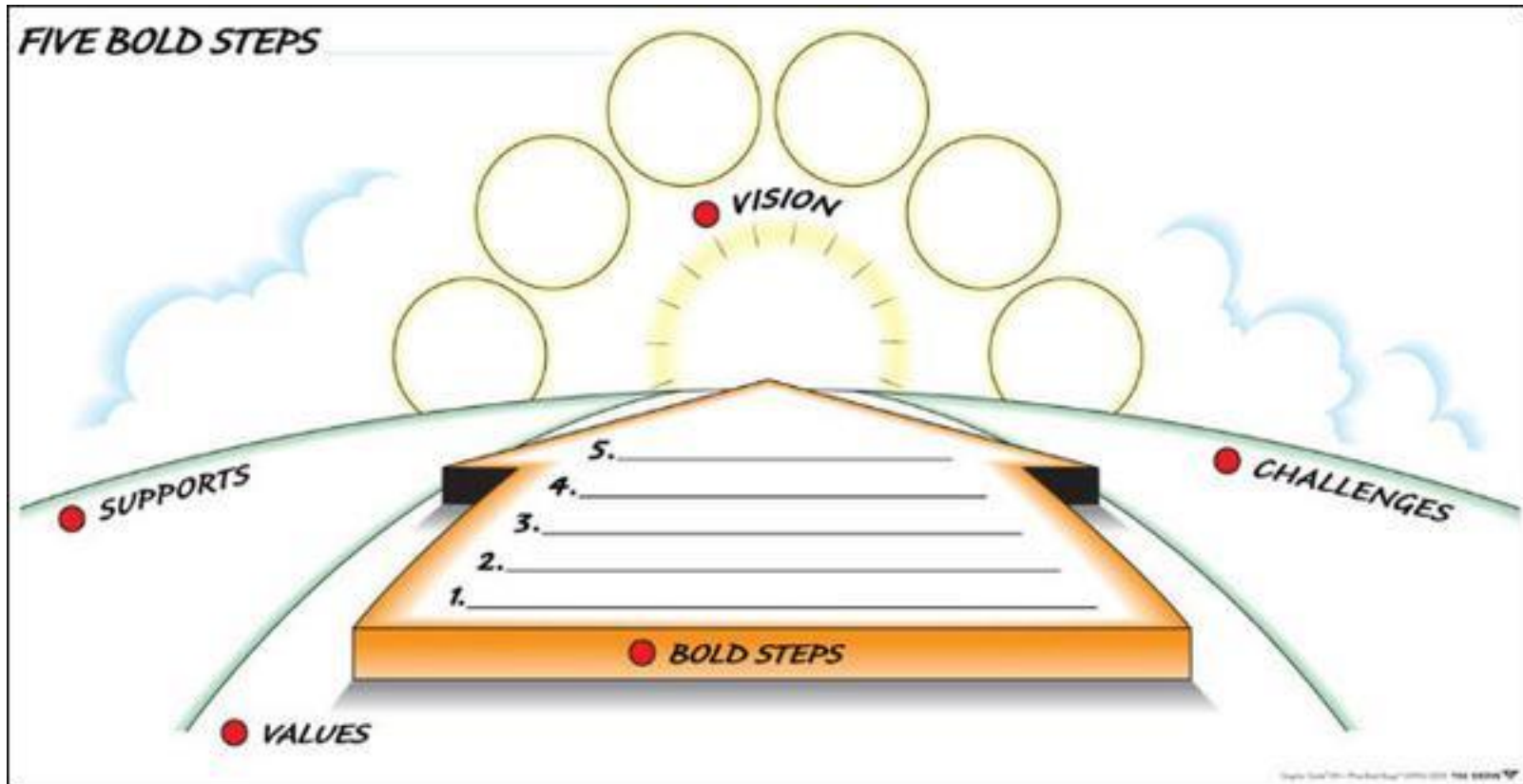
Name of Person Completing: _____

Date: _____

On Behalf of: _____

LIFE DOMAIN	DESCRIPTION	MY VISION FOR MY FUTURE	PRIORITY
	Daily Life & Employment: What do I think I will do or want to do during the day in my adult life? What kind of job or career would I like?		
	Community Living: Where would I like to live in my adult life? Will I live alone or with someone else?		
	Social & Spirituality: How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?		
	Healthy Living: How will I live a healthy lifestyle and manage health care supports in my adult life?		
	Safety & Security: How will I stay safe from financial, emotional, physical or sexual harm in my adult life?		
	Advocacy & Engagement: What kind of valued roles and responsibilities do I or will I have, and how can I have control of how my own life is lived?		
	Supports for Family: How do I want my family to still be involved and engaged in my adult life?		
	Supports & Services: What support will I need to live as independently as possible in my adult life, and where will my supports come from?		

5 Bold Steps



MAPS

Story

1

Dream

2

Nightmare

3

Action
Agreements

who	what	by when
	6	

What It Takes

5

Contribution

4

MAP for:
Supported by:

Reactions &
sign-ups

Building A Vision



Scaffolding Support



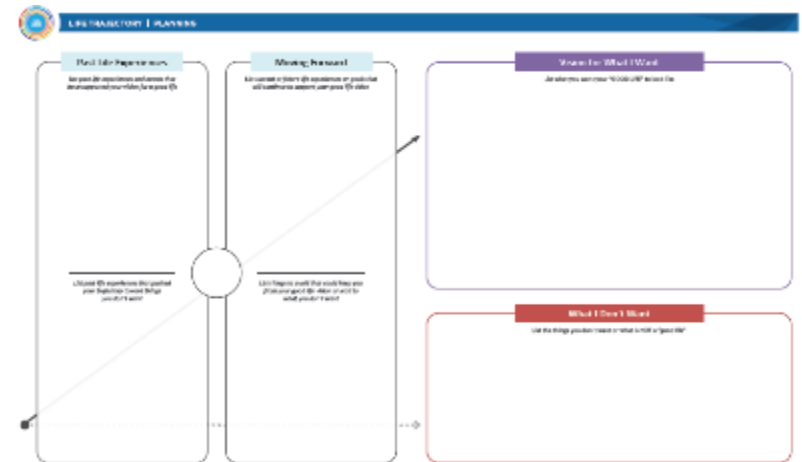
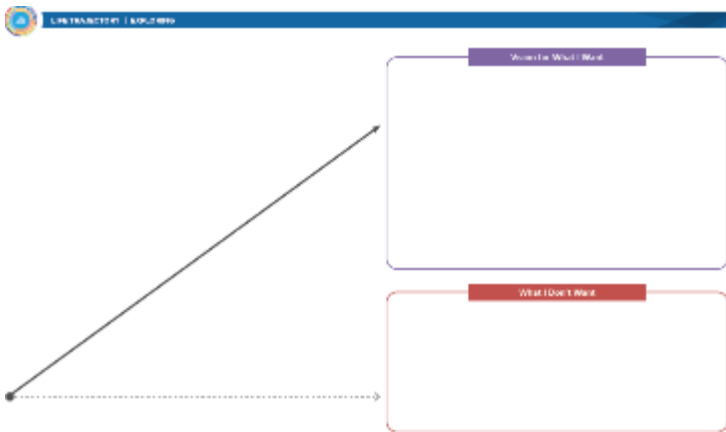
CHARTING the LifeCourse

- Life Trajectory: Exploring
- Life Trajectory: Planning
- Integrated Supports
- Life Course Portfolio: Exploring
- Life Course Portfolio: Planning
- Exploring Decision Making Supports

LifeCourse Portfolios

Life Trajectory: Exploring

Life Trajectory: Planning

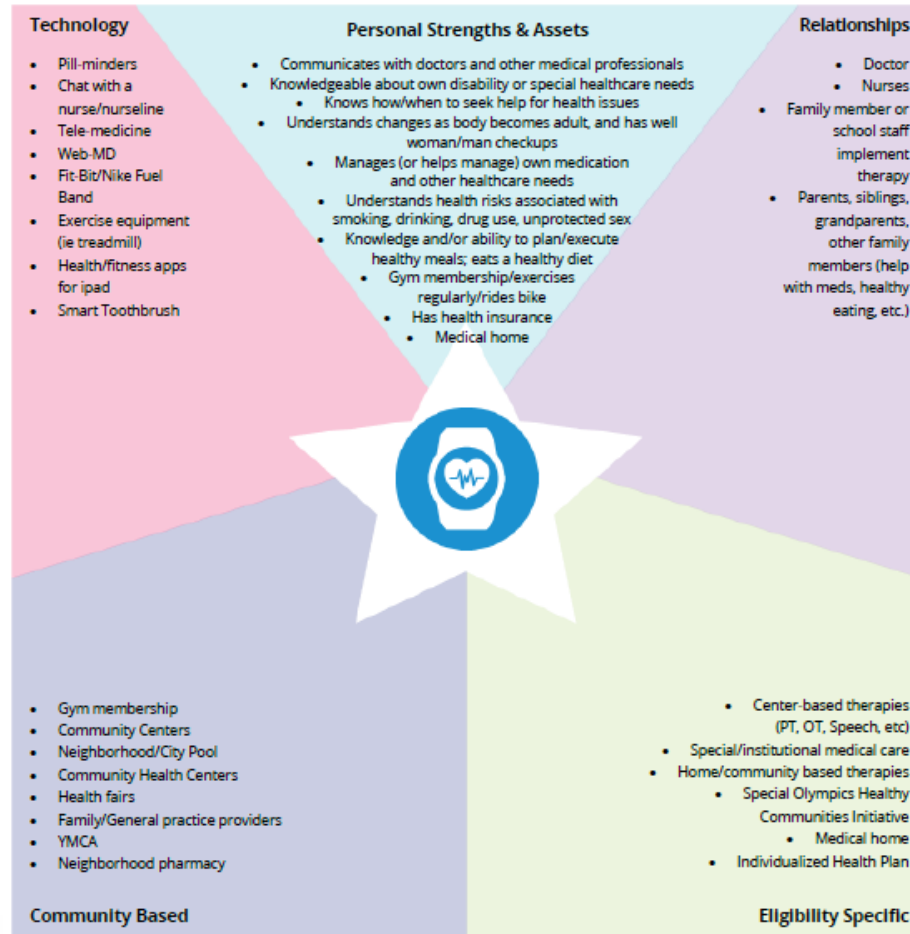


Integrated Supports Star



Integrated Supports: Healthy Living

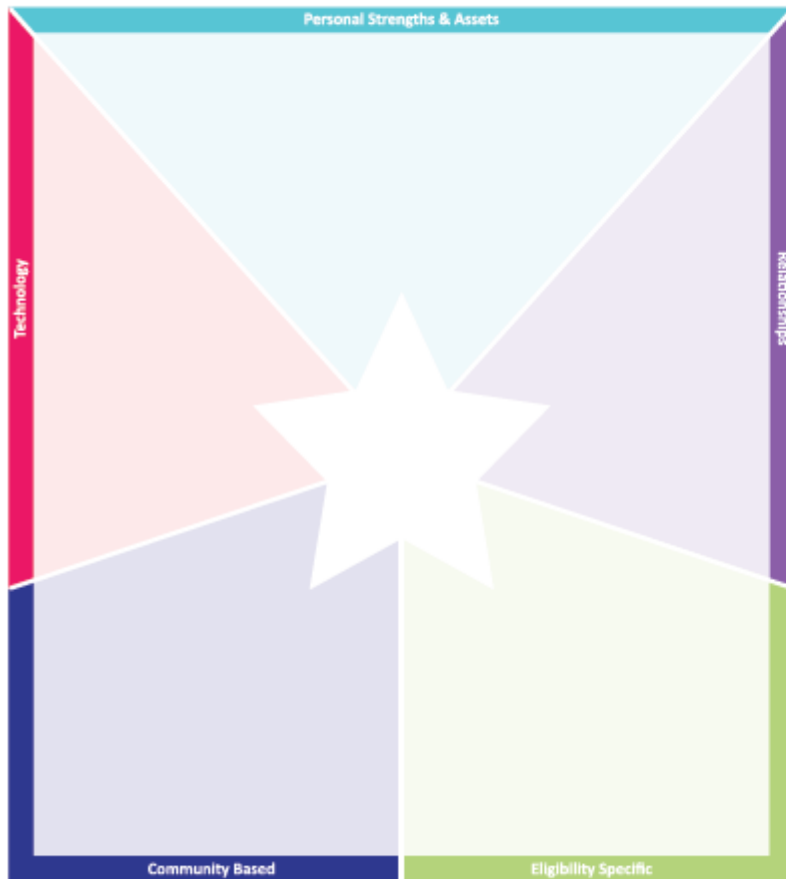
People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This star will help families and individuals think about how to work in partnership to support their vision for a good life.



LifeCourse Portfolios



INTEGRATED SUPPORTS STAR



www.LIFECOURSETOOLS.com



LIFECOURSE PORTFOLIO | EXPLORING

NAME: _____ DATE: _____

WHAT PEOPLE LIKE AND ADMIRE ABOUT ME:

WHAT'S IMPORTANT TO ME:

HOW TO BEST SUPPORT ME:



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Exploring Decision Making Supports



CHARTING the LifeCourse



Tool for Exploring Decision Making Supports			
This tool was designed to assist individuals and supporters with exploring decision making support needs for each life domain.			
Name of individual: _____			
Name of person completing this form: _____			
Relationship to individual (circle one): Self / Family / Friend / Guardian / Other: _____			
How long have you known the individual? _____			
For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.			
	I can decide with no extra support	I need support with my decision	I need someone to decide for me
DAILY LIFE & EMPLOYMENT			
Can I decide if or where I want to work?			
Can I look for and find a job (read ads, apply, use personal contacts)?			
Do I plan what my day will look like?			
Do I decide if I want to learn something new and how to best go about that?			
Can I make big decisions about money? (open bank account, make big purchases)			
Do I make everyday purchases? (food, personal items, recreation)			
Do I pay my bills on time (rent, cell, electric, internet)?			
Do I keep a budget so I know how much money I have to spend?			
Am I able to manage the eligibility benefits I receive?			
Do I make sure no one is taking my money or using it for themselves?			
HEALTHY LIVING			
Do I choose when to go to the doctor or dentist?			
Do I decide/direct what doctors, medical/health clinics, hospitals, specialists or other health care providers I use?			
Can I make health/medical choices for my day-to-day well-being? (check-ups, routine screening, working out, vitamins)			
Can I make medical choices in serious situations? (surgery, big injury)			
Can I make medical choices in an emergency?			
Can I take medications as directed or follow a prescribed diet?			
Do I know the reasons why I take my medication?			
Do I understand the consequences if I refuse medical treatment?			
Can I alert others and seek medical help for serious health problems?			
Do I make choices about birth control or pregnancy?			
Do I make choices about drugs or alcohol?			
Do I understand health consequences associated with choosing high risk behaviors (substance abuse, overeating, high-risk sexual activities, etc.)?			
Do I decide where, when, and what to eat?			
Do I understand the need for personal hygiene and dental care?			

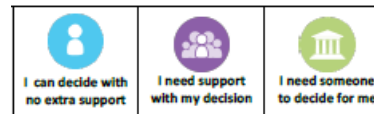
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CHARTING the LifeCourse



For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.			
	I can decide with no extra support	I need support with my decision	I need someone to decide for me
SOCIAL & SPIRITUALITY			
Do I choose where and when (and if) I want to practice my faith?			
Do I make choices about what to do and who to spend time with?			
Do I decide if I want to date, and choose who I want to date?			
Can I make decisions about marriage (if I want to marry, and who)?			
Can I make choices about sex, and do I understand consent and permission in regard to sexual relationships?			
SAFETY & SECURITY			
Do I make choices that help me avoid common environmental dangers (traffic, sharp objects, hot stove, poisonous products, etc.)?			
Do I make plans in case of emergencies?			
Do I know and understand my rights?			
Do I recognize and get help if I am being treated badly (physically, emotionally or sexually abused, or neglected)?			
Do I know who to contact if I feel like I'm in danger, being exploited, or being treated unfairly (police, attorney, trusted friend)?			
COMMUNITY LIVING			
Do I decide where I live and who I live with?			
Do I make safe choices around my home (turning off stove, having fire alarms, locking doors)?			
Do I decide about how I keep my home or room clean and livable?			
Do I make choices about going places I travel to often (work, bank, stores, church, friends' home)?			
Do I make choices about going places I don't travel to often (doctor appointments, special events)?			
Do I decide how to get to the places I want or need to go? (walk, ask a friend for a ride, bus, cab, car service)?			
Do I decide and direct what kinds of support I need or want and choose who provides those supports?			
CITIZENSHIP & ADVOCACY			
Do I decide who I want to represent my interests and support me?			
Do I choose whether to vote and who I vote for?			
Do I understand consequences of making decisions that will result in me committing a crime?			
Do I tell people what I want and don't want (verbally, by sign, device), and tell people how I make choices?			
Do I agree to and sign contracts and other formal agreements, such as powers of attorney?			
Do I decide who I want information shared with (family, friends etc.)?			

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I can decide with no extra support

I need support with my decision

I need someone to decide for me

A photograph of four students sitting on a concrete pier with arched railings, looking out at a calm body of water under a hazy sky. The students are seen from behind, wearing casual clothing like hoodies and plaid shirts. The overall tone is peaceful and contemplative.

Developing a Student Run Meeting

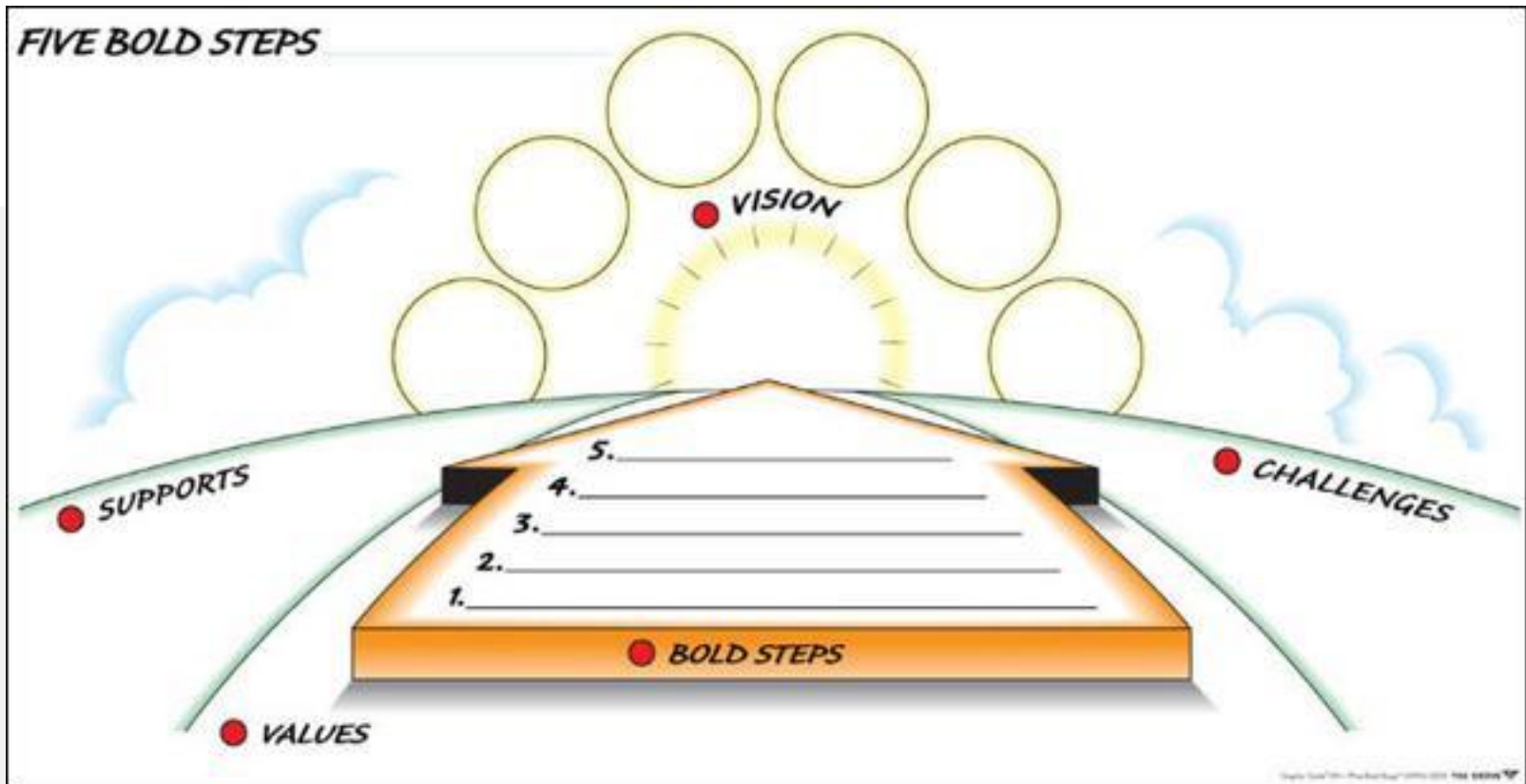
Case Study of Student X

When to Have a Student Run Meeting

- ❖ At the beginning of an IEP Meeting

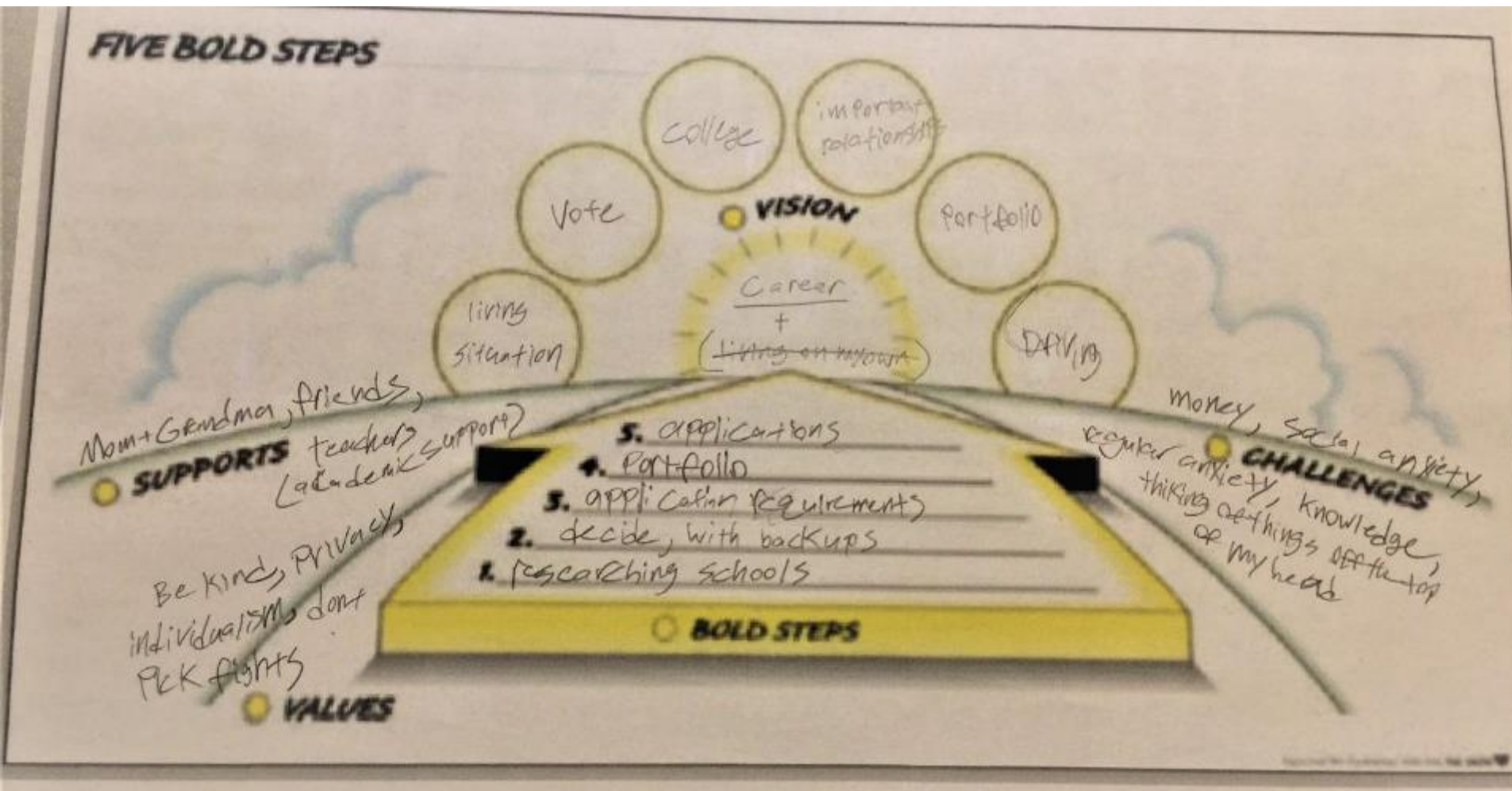
- ❖ A separate meeting with members of the IEP TEAM

Person Centered Planning



Person Centered Planning

Student X



Student Meeting Preparation

- ❖ A Presentation may help the student in sharing their thoughts in the meeting

- ❖ Examples might include:

 - ❖ Word Based Slideshow

 - ❖ Pictures representing the ideas

 - ❖ Creating a collage

Student Run Meeting

❖ Invitations



❖ Introductions

What's Next?

