



Self-Determination and Self-Advocacy

Essential for All Students in All Educational Settings

This training was developed by the Project 10: Transition Education Network, a discretionary project funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Student Education (BESB), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Introduction



This training is intended to empower transition stakeholders to support all students to develop and expand self-determination and self-advocacy skills.



Objectives

After this training, participants will be able to:

- ❑ Describe the critical impact of self-determination for all students.
- ❑ Recognize one's role and impact in student's learning of self-determination skills.
- ❑ Discuss federal and state legislation that supports self-determination and self-advocacy for students with disabilities.
- ❑ Identify key concepts related to the development and practice of self-determination skills.
- ❑ Discuss methods to integrate self-determination instruction into the curriculum and expand teachers' instructional strategies toolbox.
- ❑ Identify resources related to self-determination.



Federal Legislation



IDEA 2004
Preparing children with disabilities to “lead productive and independent adult lives, to the maximum extent possible” is one of IDEA’s stated objectives.
[20 U.S.C. 1400(c)(5)(A)(ii)]



What is Self-Determination?

- Self-Determination is
 - Knowing and believing in yourself
 - Knowing what you want your future to be and how to make plans to achieve this future
 - Knowing what supports you need to take control of your life
 (How Self-Determined Are You?, 2016, p. 1)
https://imddetermined.org/wp-content/uploads/2018/06/toolbox_for_self-determination_2.pdf
- Self-Determination refers to the ability and the right for you to make choices and direct your own life.



Elements of Self-Determination

Check out Section Four of “Self-Determination and Self-Advocacy Guide” for specific instructional strategies.

Choice Making The skill of selecting a path forward between two known options Cm	Decision Making The skill of selecting a path forward based on various solutions that have each been thoughtfully considered Dm	Problem Solving The skill of finding solutions to difficult or complex issues Ps
Goal Setting & Attainment The ability to develop a goal plan for implementation and measure success Gs	Self-Regulation The ability to monitor and control one's own behaviors, actions and skills in various situations Re	Self-Advocacy The skills necessary to speak up for and/or defend a cause or person Ad
Internal Locus of Control The belief that one has control over outcomes that are important to one's life Lc	Self-Efficacy Belief in one's ability to succeed in specific situations or accomplish specific tasks Ef	Self-Awareness The basic understanding of one's own strengths, needs and abilities Aw

Self-Advocacy Skills

To be an effective self-advocate, students need to learn...

- How to Advocate
 - Assertiveness
 - Effective communication (verbal, written, pictures)
 - Negotiation
 - Compromise in real-world situations
- Authority for Self-Advocacy
 - Individuals with Disabilities Education Act (IDEA)
 - Americans with Disabilities Act (ADA)
 - Rights available to all citizens



Self-Advocacy: The Power Component

- Self-advocacy has been identified in research as a power component among the numerous self-determination characteristics, and one that educators may have a high impact contribution in teaching, fostering and improving in students.
- Self-advocacy is recognized as the ability to speak and act on behalf of oneself or a cause. Self-advocacy is an important skill that students use in their youth and throughout life.
- Self-advocacy skills include being assertive, knowing one's rights, negotiating and speaking up for oneself or a cause. Communicating one's needs, wants, strengths and preferences is vital to autonomy and self-control for individuals.

(Fiedler, et al., 2007)





Why Teach Self-Determination?



Why Teach Self-Determination?

Critical Need:

Sometimes students with disabilities have fewer opportunities “to make choices and decisions, to engage in trial and error activities, and to set and work on personal goals” (Zhang, 2005, p. 160).



A Reminder from IDEA

The Individuals with Disabilities Education Act (IDEA) states:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.



A Reminder from Florida Statutes

Section 1003.5716, Florida Statutes: At age 12 or during the student's seventh grade year, whichever occurs first, the student's need for instruction in the area of self-determination and self-advocacy must be considered. This will assist students to actively and effectively participate in the IEP meetings.

http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=self-determination&URL=1000-1099/1003/Sections/1003.5716.html



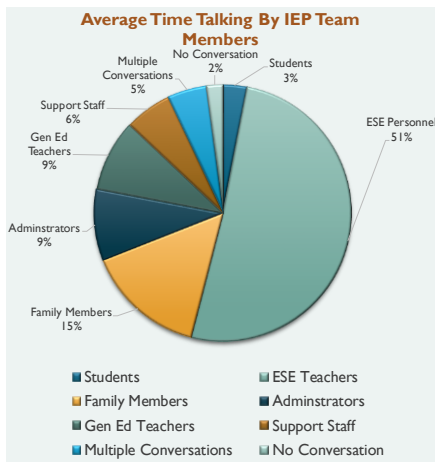
Self-Determination is Empowering!

The evidence shows that students with disabilities who develop higher levels of self-determination skills are more likely than students with disabilities with lower levels of self-determination skills to:



- Live independently.
- Be employed.
- Hold jobs with more benefits.
- Develop financial independence.

(Hawbaker, 2007; Wehmeyer et al., 2002)



Are your students taking a leadership role in their individual education plan (IEP) meetings?



Student Benefits

Students with disabilities who exercise self-determination reap the following benefits:



- Higher degree of academic engagement.
- Active involvement in transition planning.
- Higher degree of postsecondary activity involvement.
- Higher quality of life in adulthood.



Exercising Self-Determination Skills in Postsecondary Settings

- Once students with disabilities exit the K-12 system their rights are still protected under the Americans with Disabilities Act (ADA).
- Individuals with disabilities who would like to receive accommodations in institutions of higher education and through the employment process need to disclose their disability.
- There are pros and cons of disclosure; however, for many individuals, accessing accommodations may be critical for their post-school success.



Disability Disclosure in College & Requesting Accommodations

- High school:
 - Students with disabilities are entitled to a free and appropriate public education (FAPE) under IDEA; the IEP states what is needed, e.g., accommodations, individual assistance
- College:
 - Students with disabilities' rights are protected under the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act
 - Students must disclose their disability and meet eligibility requirements in order to receive appropriate accommodations



Disability Disclosure Related to Employment

- Disability disclosure is not required under the ADA
 - One exception – **requesting reasonable accommodations**
- Disclosure can occur at any time during the employment relationship. This includes:
 - During the application and interview processes
 - At any time once employed
- The ADA prohibits an employer from retaliating against an applicant or employee for asserting his/her rights under the ADA.



Individuals with Disabilities Education Act (IDEA, 2004)

To make sure of this, the school must -

Invite the youth with a disability to attend the IEP team meeting "if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b),"

and "must take other steps to ensure that the child's preferences and interests are considered" if the child is not able to attend [§300.321(b)].



State Legislation



Age 12: Florida legislation requires the consideration of the student's need for self-determination instruction.



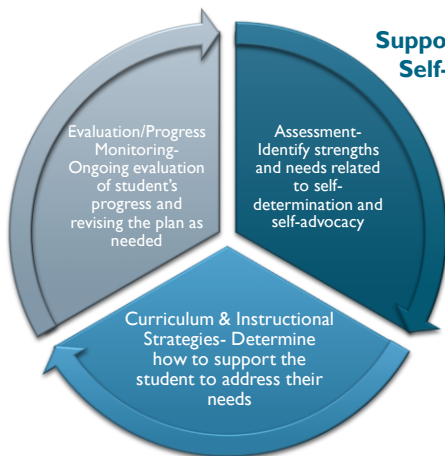
Consideration of the Student's Need for Self-Determination Instruction

Florida statute mandates that before the student is age 12 the IEP team must identify the student's need for self-determination and self-advocacy instruction so that students can actively and effectively participate in their IEP meetings and be able to self-advocate so that postsecondary and career goals can be in place by age 14.

(S. 1003.5716 (1)(a), F.S.)



Supporting Students' Self-Determination



Self-Determination Assessments



Self-Determination Assessments

- Zarrow Center
 - ChoiceMaker Self-Determination Assessment
 - AIR Self-Determination Assessments
 - ARC Self-Determination Scale
 - Curriculum with assessments embedded
 - Me! Lessons for Teaching Self-Awareness & Self-Advocacy
 - Standing Up for Me - Plus
 - I'm Determined
 - Self-Determination Inventory System (part of the Self-Determined Learning Model of Instruction [SDLMI])
 - District created assessments
- See the Project 10 Transition Assessments Chart for additional assessment ideas –
- <http://project10.info/DPage.php?ID=77#NS138>



Assessment Formats

- Interviews
- Observations
- Surveys
- Scales
- Interest inventories
- Questionnaires
- Checklists



AIR Self-Determination Assessments

THINGS I DO

1. I know what I need, what I like, and what I'm good at.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
2. I set goals to get what I want or need. I think about what I am good at when I do this.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
Things I Do – Total Items 1 + 2					

Available Forms

- Student
- Student (Spanish)
- Parent
- Educator
- User Guide

<https://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment>



ARC Self-Determination Scale

Included Scales:

- Autonomy
- Self-Regulation
- Psychological Empowerment
- Self-Realization
- Total Self-Determination

1A. Independence: Routine personal care and family oriented functions

1. I make my own meals or snacks.	<input type="checkbox"/> I do not even if I have the chance	<input type="checkbox"/> I do some the chance
2. I care for my own clothes.	<input type="checkbox"/> I do not even if I have the chance	<input type="checkbox"/> I do some the chance
3. I do chores in my home.	<input type="checkbox"/> I do not even if I have the chance	<input type="checkbox"/> I do some the chance
4. I keep my own personal items together.	<input type="checkbox"/> I do not even if I have the chance	<input type="checkbox"/> I do some the chance
5. I do simple first aid or medical care for myself.	<input type="checkbox"/> I do not even if I have the chance	<input type="checkbox"/> I do some the chance
6. I keep good personal care and grooming.	<input type="checkbox"/> I do not even if I have the chance	<input type="checkbox"/> I do some the chance

<https://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale>



Me! Scale for Assessing Self-Awareness & Self-Advocacy

ME! Scale

1. I know I am in special education.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
2. I have a disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
8. I can tell my teachers about accommodations I need in class.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
9. I feel good about my future.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No

<https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy>



Standing Up for Me Plus (SUFM+)

SUFM+ is a self-determination curriculum that is currently updated at the high school level. The curriculum contains a number of original assessments designed to assess the following:

- Student strengths
- Accommodations needed
- Work setting preferences
- Postsecondary education preferences
- Independent living preferences

I'm Determined

- Self-Determination Checklists
 - Student Self-Assessment: <https://imetermined.org/wp-content/uploads/2017/10/selfdeterminationcheckliststudentsselfassessment.pdf>
 - Parent Assessment: <https://imetermined.org/wp-content/uploads/2017/10/selfdeterminationchecklistparentassessment.pdf>
 - Parent Assessment (Spanish): https://live-jmu-imdetermined.pantheonsite.io/wp-content/uploads/2021/04/Lista_de_verificaci%C3%A9n_de_autodeterminaci%C3%A9n.pdf
 - Education Assessment: <https://imetermined.org/wp-content/uploads/2017/10/selfdeterminationchecklisteducatorassessment.pdf>
- Educators/Administrators Self-Determination Needs Assessment Tool

https://imetermined.org/wp-content/uploads/2017/10/needs_assessment_tool.pdf



Self-Determination Inventory System (part of SDLMI)



The Self-Determination Inventory System (SDIS), available online, is a suite of tools that measure a person's self-determination.

- Self-Determination Inventory: Student Report (SDI:SR)
- Self-Determination Inventory: Parent/Teacher Report (SDI:PTR)
- Self-Determination Inventory: Adult Report (SDI:AR)



<https://selfdetermination.ku.edu/homepage/assessments/>



Self-Determination Curriculum



Self-Determination Curriculum Zarrow Center

Zarrow Center – Transition Education Resources

<https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials>

- ChoiceMaker Curriculum (and assessment)
<https://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum>
- ME! Lessons for Teaching Self-Awareness and Self-Advocacy
(Placed on the Zarrow Center website with permission from Dr. Michael Wehmeyer of the University of Kansas)
<https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy>



Self-Determination Curriculum Zarrow Center

Zarrow Center – Transition Education Resources (continued)

- Student Directed Transition Planning (SDTP)
<https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning>
- Whose Future is It Anyway? 2nd Edition
<https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway>



Self-Determination Curriculum Explore Work



Explore Work Self-Advocacy Lessons
<https://explore-work.com/topics/self-advocacy/>

- Self-Advocacy Introduction
- Your Disability
- Self-Advocacy Practice and Challenges
- Self-Determination



Self-Determination Curriculum SDLMI

Self-Determined Learning Model of Instruction (SDLMI)
<https://selfdetermination.ku.edu/homepage/intervention>

- The SDLMI enables teachers and other school personnel to support students with or without disabilities to:
 - Learn and use skills that enable them to self-regulate problem solving, leading to goal setting and attainment
 - Identify meaningful learning goals and make progress toward goals across multiple curricular domains
 - Achieve more positive school and post-school outcomes
 - Become more self-determined



Self-Determination Curriculum Standing Up for Me – Plus (SUFM+)

Standing Up For Me - Plus (SUFM+) Curriculum and Training

- SUFM+ is an updated version of the original SUFM curriculum. There are three large units with sections and lessons as follows:
 - Unit 1 – Understanding Me
 - Unit 2 – Understanding My Individual Educational Plan
 - Unit 3 – Understanding How to Participate In and Lead My IEP Meeting



Standing Up for Me - Plus

Florida Department of Education
 Bureau of Exceptional Education Student Services
 2020



Self-Determination Curriculum

Instructional Strategies



Combine Universal Design for Learning (UDL) with Transition Instruction

- The universal design for learning (UDL) framework is an ideal strategy for providing self-determination instruction to any student while also maintaining accessibility for all students. UDL gives all students the options to choose how they engage in learning; receive information; and express what they are learning.
- UDL Transition Checklist:
https://drive.google.com/file/d/0BzNJE_acB1qVWXA3VVFVVFU4RDQ/view

UDL Component: Guide appropriate goal setting II 6.1	
<p>Secondary Transition Self-Assessment Guiding Questions:</p> <ul style="list-style-type: none"> □ Have you provided instruction on identifying interests, preferences, strengths, and needs? □ Have you provided instruction on how to set appropriate goals based on interests, preferences, strengths, and needs? □ Is the instruction on goal-setting specific to the academic task or do the students learn a general goal-setting strategy that can be applied across academic tasks? □ Do the students learn a general goal-setting strategy that can be applied across tasks outside of academics (e.g., work, home, social situations)? □ Does your instruction across the academic year revisit goal-setting? □ Does your plan include an assessment of goal-setting skills along with the academic outcome? □ Do you encourage students to set post-school goals (i.e., employment, education/training, and/or independent living)? 	Notes:

Florida's Self-Determination Course

- Self-Determination Course #7963140
<https://www.cpalms.org/Public/PreviewCourse/Preview/12983>
 - Self-Determination and Self-Advocacy (1-5)
 - Choice Making and Motivation (6-8)
 - Decision Making and Problem Solving (9-10)
 - Personal and Social Relationships (11-13)
 - Personal and Career Planning (14-17)
 - Leadership (18-19)
- Scope and Sequence for the Self-Determination Course
http://project10.info/files/7963140_Self-Determination_v5.21.15.pdf



I'm Determined

- "How Self-Determined Are You? A Toolbox of Resources to Help Build Self-Determination Skills"
https://imetermined.org/wp-content/uploads/2018/06/toolbox_for_self-determination_2.pdf
 - Good Day Plan
 - One-Pager
 - Goal Setting and Attainment ("Goal Plan")
- Resources- can be filtered by educators, families and youth
<https://imetermined.org/resources/>
- Parent Modules, "Parent Path to Success"
<http://app.imetermined.org/parents/modules/>



Steps for Integrating Self-Determination Instruction and Academic Content

Researchers developed three steps to assist educators to incorporate self-determination instruction into the general education classroom.

1. Decide What to Teach
2. Decide How to Teach It
3. Evaluate and Adjust



https://www.researchgate.net/publication/28799767_A_Model_for_Aligning_Self-Determination_and_General_Curriculum_Standards



Self-Determination and Self-Advocacy Guide

This guide focuses on the importance of self-determination for everyone, including young and old; teachers and students; parents and children; and students with and without disabilities.

Use this guide to find guidance on the following:

- Effect of teacher instruction on student acquisition of self-determination skills.
- Instructional ideas for each of the self-determination skill components.
- The role of self-determination in the IEP and IEP meeting.
- How teachers can grow in self-determination.



Evaluation and Progress Monitoring



Self-Determination and the IEP

- How does an IEP team determine whether or not a student needs instruction in self-determination and self-advocacy? Below are a few considerations:
 - Student participation in IEP team meetings is irregular or minimal
 - The student is ineffective in communicating strengths, needs, interests, and preferences and uncertain of his/her desired postsecondary goals.
 - The student is having trouble self-advocating with peers.
 - The student needs accommodations in the learning setting but struggles to request and/or utilize such accommodations.
 - Self-determination assessment(s) indicate areas of need or underperformance.



Self-Determination and the IEP



If the IEP team determines that the student does not require, or would not benefit, from self-determination instruction, the reasons should be clearly stated in the present level statement.



Self-Determination and the IEP

The student's need for instruction/information in the areas of self-determination and self-advocacy must be documented in the IEP. The need(s) can be addressed in various ways:

- Annual measurable goals.
- Short-term objectives or benchmarks.
- Transition services in the IEP.
- Integrated into character education or other relevant courses.
- Half-day training or full day workshops for students.
- One-on-one sessions provided by the counselor, teacher of record, etc.



Opportunities for Students to Practice Self-Determination Skills at School

Students have a variety of opportunities to practice their self-determination skills at school. Below are just a few:

- ❑ Prepare for, participate in and demonstrate leadership during IEP meetings.
- ❑ Commit to achieving annual and postsecondary goals identified in the IEP.
- ❑ Request accommodations with teachers as needed.
- ❑ Complete class assignments responsibly; ask for help as needed.
- ❑ Choose to participate in extra-curricular activities of interest.
- ❑ Manage and regulate one's behavior as appropriate to the situation.



Opportunities for Students to Practice Self-Determination Skills at Home

Family	Student
<ul style="list-style-type: none"> ❑ Provide opportunities for making choices. ❑ Encourage goal-setting. ❑ Model care and respect. ❑ Foster self-respect, self-esteem, independence and high expectations. ❑ Provide opportunities to contribute to the welfare of the family. ❑ Model and encourage problem-solving. 	<ul style="list-style-type: none"> ❑ Make choices based on personal preferences and interests. ❑ Set and work toward one's goals. ❑ Show care and respect for family. ❑ Take responsibility for oneself and maintain high expectations. ❑ Contribute to the welfare of the family by helping with daily chores. ❑ Use independent problem-solving as the first response.



Opportunities for Students to Practice Self-Determination Skills in the Community

- ❑ Attend and/or participate in activities, such as community theater, a concert, yoga in the park, athletics or an art show.
- ❑ Volunteer for community service projects, such as community center improvements, a bake sale to buy more children's books for the library or help put on the event to honor veterans on Veterans' Day.
- ❑ Find a part-time job.
- ❑ Learn about your community leaders and their goals for the community.



How will the Student's Progress be Measured and Monitored?

<p>How will progress be measured?</p> <ul style="list-style-type: none"> ❑ Include self-determination as an annual goal in the IEP and include benchmarks to be reached. ❑ Use self-determination assessments in a pre-test/post-test manner for tracking improvements. ❑ Use a checklist (existing/customized) to conduct ongoing student observations in a variety of settings. ❑ Meet with students periodically to invite them to reflect on their progress. 	<p>Who will be responsible for monitoring?</p> <ul style="list-style-type: none"> ❑ IEP team ❑ General Education and ESE Teachers ❑ ESE Contact, Staffing/Transition Specialist, job coaches, paraprofessionals, etc. ❑ Related services providers or others
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How Will Lack of Student Progress Be Addressed?

Evaluate the strategies to determine if/how they should be adjusted:

- Gather input from those who implement the strategies.
 - Is implementation going as planned?
 - Does the frequency of the activities/strategies need to be increased?
 - Do the activities/strategies need to be adapted or changed?
- Gather input from the student.
 - Are the activities/strategies helping with the development of self-determination skills?
 - What changes are needed to increase student support?
- Make adjustments based on the gathered input.
Note - this may require changes to the student's IEP.



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- Please complete the online evaluation. Your responses will help us to continue the development of our training skills and identify areas in which you would like to have more information and support.

