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**Project 10 Topical Briefs** are published on a monthly basis. Each issue focuses on a specific topic or theme. This month the *Topical Brief* is focused on

## **Student Self-Determination, Self-Awareness, Self-Advocacy and Student-Directed Transition Planning**



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## The Importance of Teaching Self-Determination and Related Skills



"Self-determination skills, such as self-advocacy and

## Arts and Health Month



self-awareness, have the potential to increase successful secondary and postsecondary outcomes for students with disabilities" (Cantley, Little, & Martin, 2010).

## Project 10's Self-Determination Resources

### Project 10's Self-Determination Online Module

<http://project10.info/On-LineTraining.php?PageCategory=On-line%20Training>

This module is intended to introduce exceptional student education (ESE) teachers and transition staff to the basics of evidence-based strategies for developing the self-determination skills of students with disabilities. Objectives include a review of federal and state legislation related to self-determination, definition of key terms and concepts related to the self-determination skills for students with disabilities, outline of the steps of effective self-determination instruction and identification of additional resources for educators. It takes about two hours to complete.

### Standing Up For Me (SUFM), Florida's Self-Determination Curriculum

<http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php>

The Standing Up For Me curriculum was developed in Florida and designed to advance the self-determination and self-advocacy skills of youth with disabilities. This curriculum covers the primary, intermediate, middle and high school grades and includes classroom materials, activities and evaluations.

## ME! Lessons for Teaching Self-Awareness and Self-Advocacy

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

Developed by Cantley, Little and Martin (2010), the ME! Lessons teach valuable self-awareness and self-advocacy skills. Materials include unit overviews, lesson plans, student and teacher materials and additional resources. Educators using the ME! Lessons may modify all lesson materials as needed to better meet individual student and teacher needs. The Word documents and PowerPoint presentations can easily be modified by

According to the Global Alliance for Arts and Health, Arts and Health Month is an opportunity for organizations and individuals worldwide to promote the integration of the arts, including literary, performing and visual arts and design into a wide variety of healthcare and community settings for therapeutic, educational and expressive purposes. For more information, please visit

[www.1074.sslldomain.com/thesah/template/page.cfm?page\\_id=771](http://www.1074.sslldomain.com/thesah/template/page.cfm?page_id=771)

## National Runaway Prevention Month



The goals of this campaign, led by the National Runaway Safeline (NRS) and the National Network for Youth (NN4Y), include:

- Increase public awareness of the issues facing runaways, and to
- Educate the public about the solutions and the role they can play in preventing youth from running away.

Visit the National Runaway Safeline's page at [http://www.1800runaway.org/promote/prevention\\_month/what\\_is\\_nrpm/](http://www.1800runaway.org/promote/prevention_month/what_is_nrpm/) to learn how you can participate and observe National Runaway Prevention Month in your school, business, and community. For more information, please visit: <http://www.nn4youth.org/our-work/national-runaway-prevention-month>

users, or the entire lesson package is available to download in PDF format.

The screenshot shows a webpage titled 'MEI Lessons for Teaching Self-Awareness & Self-Advocacy'. It includes a navigation menu on the left with items like 'Zarrow Center Home Page', 'Transition Assessment & Goal Generator (TAGG)', and 'Self-Determination Assessments'. The main content area features a welcome message and a table of contents with columns for 'Lesson', 'Scope and Sequence (SSC)', and 'Recommended Resources (RRS)'. A disclaimer at the bottom states that the lessons may be modified for use and are not to be reproduced for sale.

# Parental Involvement Month



This year the theme for Parental Involvement month, Putting the Pieces Together, represents the FDOE's commitment to support Florida's families. The department holds several key events throughout the month, and districts will be provided with a resource toolkit that includes the proclamation, a calendar of activities that families can do with students and the Parent Involvement Pledge. Additional information about Florida's month-long celebration can be found on the Parental Involvement main page: <http://www.fldoe.org/family/title1>.

## Going to College: A Resource for Teens with Disabilities

<http://www.going-to-college.org/index.html>  
The Virginia Commonwealth University developed the Going to College website to help high school students with disabilities get a head start in planning for college. This interactive website has three main sections, each with Top 10 Tips and question/answer sections to develop goals. The three sections and examples of topics are listed below.



- My Place topics include information about learning styles, understanding disabilities and developing an advocacy plan.
- Campus Life topics include information about college life, talking about disabilities and accommodations.
- Planning for College topics include deciding on a college and major, applying for financial aid and test taking.

In addition to the student section of the website, there are also sections for parents and school personnel that provide an overview and tips for using the Going to College website and resources. For a preview, click on the link for My Place, Accepting My Disability module, <http://www.going-to-college.org/myplace/disability.html>

## New Civil Rights Act Title VI Guidance

The Office for Civil Rights (OCR) has issued a Dear Colleague Letter that highlights and explains what Federal law requires regarding the provision of educational resources, how OCR investigates resource disparities, and what States, school districts, and schools can do to meet their obligations to all students. Further, this guidance document complements the Administration's equity agenda, including the Department's recently announced educator equity initiatives (p. 1).

For more information and resources, visit <http://www2.ed.gov/about/offices/list/ocr/resourcecomparability.html>

# Save the Date



## Project 10 Regional

### Winter Institutes with Team Cadre Meetings

District transition contacts and teams: Be sure to save the date for the annual Project 10 Regional Institute! Join us to hear the latest transition updates and report progress made on transition goals your team set at the VISIONS/NSTTAC Planning Institute.

- Region 5: February 2, 2015, in Sunrise
- Regions 3 and 4: February 4, 2015, in the Lakeland/Winter Haven area
- Regions 1 and 2: February 6, 2015, in Tallahassee

## Self-Determination and Self-Advocacy Resources

### Be Your Own Best Advocate

<http://www.pacer.org/parent/php/php-c116.pdf>

This two-page information sheet, available from the Parent Advocacy Coalition for Educational Rights (PACER) Center, provides eight steps and information designed to help students self-advocate.

### Collaborative to Promote Self-Determination (CPSD). Real lives. Real work.

<http://thecpsd.org/>

"We cannot sacrifice another generation of young people with disabilities to poverty" (CPSD, 2014). CPSD is an advocacy network of 22 national disability organizations who have come together to bring about a significant modernization of the federal adult system of services and supports for persons with with intellectual and developmental disabilities, so that they can become employed, live independently in an inclusive community and rise out of poverty. Their website provides federal resources, CPSD publications, news and the CPSD Blog of current topics.

### *Getting the Most Out of IEPs: An Educator's Guide to the Student-Directed Approach* by Colleen Thoma and Paul Wehman

This book provides elementary and secondary educators in-depth how-to guidance on making student-directed IEPs work for students. Packed with practical advice, helpful examples and IEP resources for students themselves, this cutting-edge guidebook finally puts into print the best ideas for developing meaningful student-directed IEPs while adhering to legal requirements and evidence-based practices.

### IEP Team Education Module to Increase Student Involvement

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/iep-team-education-module.html>

This website from the Zarrow Center for Learning Enrichment at the University of Oklahoma features a PowerPoint presentation explaining the roles and responsibilities of each team member to facilitate student involvement in the IEP meeting discussions as well as a PowerPoint of the study which demonstrated the positive additive effect of an IEP Team Education Module.

## **National Gateway to Self-Determination Resource Guide**

<http://www.ngsd.org/everyone/resource-guide>

The Resource Guide is intended to provide information about interventions to promote the self-determination of people with developmental disabilities. The resources are organized in a table and there is a feature to enable users to search by topic.

## **National Secondary Transition Technical Assistance Center (NSTTAC) Lesson Plan Starters, Student-Focused Planning**

<http://www.nsttac.org/content/student-focused-planning-0>

The NSTTAC website features lesson plan starters on a variety of topics including IEP meeting involvement, self-advocacy strategies and self-directed IEP.

## **Navigating Your IEP: Are You on the Right Track towards Your Future?**

<http://www.familycafe.net/images/stories/pdffiles/navigating%20your%20iep%202-25-10.pdf>

This guide to the Individual Education Plan developed by the Florida Youth Council is intended for youth who want to take a leadership role in the IEP process. It is written in easy to understand language and includes information on the components of an IEP, participation in IEP meetings, and the importance of self-determination.

## **Self-Advocacy**

[http://canlearnsociety.ca/wp-content/uploads/2013/03/LC\\_Self-Advocacy\\_N2.pdf](http://canlearnsociety.ca/wp-content/uploads/2013/03/LC_Self-Advocacy_N2.pdf)

This publication, from the CanLearn Society in Alberta Canada, provides educators with information and activities designed to teach students with learning disabilities and/or Attention Deficit/Hyperactive Disorder (AD/HD) strategies to build self-awareness and self-advocacy skills.

## **Student-Directed Transition Planning**

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials/student-directed-transition-planning.html>

The Student-Directed Transition Planning (SDTP) contains eight lessons designed to teach students the knowledge needed to actively participate in their transition IEP meetings. The SDTP also includes online activities that automatically transfer to a student's Summary of Performance (SOP) Script. Other tools include Pre-/Post-test measures and self-efficacy scales.

## **Transition of Students With Disabilities To Postsecondary Education: A Guide for High School Educators**

<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

"The attitude and self-advocacy skills of students with disabilities may be two of the most important factors in determining their success or failure in postsecondary education" (U.S. Department of Education, 2011).



## **Upcoming Webinars**

### **Institute on Human Development and Disability Webinar: Career Profiling**

**November 10, 2014**

**11:00am to 12:00pm**

<https://attendee.gotowebinar.com/register/7086155988757639170>

Presenter: Doug Crandell, Public Service Faculty at the Institute on Human Development and Disability (UCEDD), University of Georgia

The career profile is much more than a form to be completed. When used with forethought and planning, it can document the process of understanding a job seeker's strengths, interests, support needs and overall ideal conditions of employment. Join us as we delve deeper into the use of the career profile as a best-practice vocational tool!

## Institute on Human Development and Disability Webinar: Mental Health and Vocational Rehabilitation Collaboration

December 1, 2014

11:00am to 12:00pm

<https://attendee.gotowebinar.com/register/1002120546645207042>

Presenters: Lee Davis, Rehabilitation Unit Manager, Georgia Vocational Rehabilitation Agency (GVRA),

Vernell Jones, Supported Employment Services Coordinator for The Georgia Department of Behavior Health & Development Disabilities (DBHDD)

More than ever its imperative that vocational support systems collaborate surrounding best-practices. The result is a better outcome for everyone involved. This session will highlight how SE programs and their local Vocational Rehabilitation offices can collaborate. In addition, information regarding the larger statewide roll out of IPS-SE between Vocational Rehabilitation and Mental Health will be presented. Ample time for discussions will be provided.

## CIRCLES for Florida

December 8, 2014

1:00pm to 3:00pm

[https://docs.google.com/a/mail.usf.edu/forms/d/1MWHF8OcTdJY0j3Ca0MskMJGtlTELtXLN6Vth4dlFIdo/viewform?c=0&w=1&usp=mail\\_form\\_link](https://docs.google.com/a/mail.usf.edu/forms/d/1MWHF8OcTdJY0j3Ca0MskMJGtlTELtXLN6Vth4dlFIdo/viewform?c=0&w=1&usp=mail_form_link)

Presenter: Dr. Tiana C. Povenmire-Kirk, Project Coordinator - CIRCLES Grant, UNC Charlotte, College of Education

Host/Contact: Dr. Lori A. Garcia, PI/Project Director - Project 10, USF-St. Petersburg, College of Education, [lorigarcia@usfsp.edu](mailto:lorigarcia@usfsp.edu)

Please join us for this free webinar to learn about CIRCLES for Florida, brought to you through a collaboration between the CIRCLES Project and the National Secondary Transition Technical Assistance Center (NSTTAC) at the University of North Carolina-Charlotte and Project 10 Transition Education Network at the University of South Florida-St. Petersburg. CIRCLES is a new method of service delivery for transition planning; it is more efficient and effective than typical transition planning practices. Learn how to use the CIRCLES method to enhance transition planning services, increase interagency collaboration, and improve student outcomes.

## Institute on Human Development and Disability Webinar: Rural Job Development

December 12, 2014

11:00am to 12:00pm

<https://attendee.gotowebinar.com/register/3586476448244314114>

Presenter: Nancy Brooks-Lane, Senior Consultant, Griffin-Hammis Associates, LLC.

Is job development in small towns possible? What are the necessary knowledge, skills and abilities that are required of an Employment Specialist working in areas where by all apparent indicators, there are no jobs? This session will focus on approaching job development with an eye toward social capital, economic development and even self-employment as an option. Please join us as we discuss all things small and rural in supported employment!

[Join Our Mailing List](#)



### About Project 10 Topical Briefs:

*Project 10 Topical Briefs* provide short information summaries and resource links related to secondary transition.

***Have a question? Want to find or recommend a resource? Have some great news to share?***

Send us an email at

[project10@stpete.usf.edu](mailto:project10@stpete.usf.edu)

For back issues of Project 10 Topical Briefs, visit the newsletter page on the Project 10 website at

<http://www.project10.info/Newsletter.php>.

## Project 10: Transition Education Network

assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

## Project 10: Transition Education Network University of South Florida St. Petersburg

Questions or comments?

Email us at

[project10@stpete.usf.edu](mailto:project10@stpete.usf.edu)

[www.Project10.info](http://www.Project10.info)

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