Self-Determination and Self-Advocacy
An Introduction to Self-Determination and Self-Advocacy for Students with Disabilities

Introduction

- This training is intended to introduce educators and staff to the basics of evidence-based strategies for developing self-determination and self-advocacy skills for students with disabilities.
- The training is based on the work of many individuals and groups. Credit for specific content or concepts will be displayed on the slide when applicable and a complete reference list is provided at the end of this training.

Objectives

After this training, participants will be able to:
- Discuss federal and state legislation related to self-determination and self-advocacy for students with disabilities
- Identify key concepts related to self-determination, self-advocacy, and students with disabilities
- Outline the steps for integrating self-determination instruction into the general curriculum
- Identify additional resources for educators
Federal and State Legislation
IDEA 2004
Florida’s Age 14 requirement to consider need for self-determination and self-advocacy instruction

2004 Individuals with Disabilities Education Act (IDEA)

- 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)]
- For the students themselves, transition activities are personally defined. This means that the postsecondary goals that are developed for a student must take into account his or her interests, preferences, needs, and strengths.

To make sure of this, the school:

- Must invite the youth with a disability to attend 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).

To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, and IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability attains the age of 14 years in order for his or her postsecondary goals and career goals to be identified and in place when he or she attains the age of 16 years.

This process must include, but it not limited to:

- Consideration of the student’s need for instruction in the area of self-determination and self-advocacy to assist the student’s active and effective participation in an IEP meeting

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

Activity

- What does self-determined behavior look like?
- What does self-advocacy look like?
Teaching Self-Determination Skills Improves Student Outcomes

- Academic performance
- Employment status
- Independence
- 18-21 services
- Postsecondary participation
- Quality of life
(Bremer et al., 2003, p. 1)

Self-Determination Defined

- 1992 - The attitudes and abilities required to:
  - Act as the primary causal agent in one’s life
  - Make choices regarding one’s actions
  - Free from undue external influence or interference
- 1996 - Definition refined to reflect types of self-determined behavior
- 2006 - Self-determined behavior refers to volitional actions that:
  - Enable one to act as primary causal agent in one’s life
  - Maintain or improve one’s quality of life
(Wehmeyer & Field, 2007, p. 2)

Self-Determined Behavior

- The person acted autonomously
- The behavior(s) are self-regulated
- The person initiated and responded to the event(s) in a psychologically empowered manner
- The person acted in a self-realizing manner
(Wehmeyer & Field, 2007, p. 3)
### Component Elements of Self-Determined Behavior

- Choice-making skills
- Decision-making skills
- Problem-solving skills
- Goal-setting and attainment skills
- Self-regulation and self-management skills
- **Self-advocacy** and leadership skills
- Positive perceptions of control, efficacy, and outcome expectations
- Self-awareness
- Self-knowledge

(Wehmeyer & Field, 2007, p. 6)

### Self-Advocacy

Self-advocacy refers to advocating on one’s own behalf. To advocate means to speak up or defend a cause or person, and self-advocacy skills including being assertive, knowing your rights, speaking up, and negotiating. Both self-advocacy skills and self-determination skills lead to empowerment!

(Field, Martin, Miller, Ward, & Wehmeyer, 1998; p. 10)

### Self-Advocacy Skills

To be an effective self-advocate, students have to learn

- **How to advocate**
  - Assertiveness, effective communication (verbal, written, pictures), negotiation, and compromise in real-world situations

- **What to advocate**
  - Educate students about their rights and responsibilities
    - Individual’s with Disabilities Act (IDEA), Americans with Disabilities Act (ADA), or more generally, about the rights available to citizens (Wehmeyer & Shogren, 2013, p. 54)

- **When to advocate**
  - During IEP meetings
Self-Advocacy Characteristics

### Self-Awareness
- Interests, strengths and preferences
- Goals and dreams
- Support needs
- Accommodation needs
- Characteristics of one's disability
- Responsibilities

### Knowledge of Rights
- Personal rights
- Community rights
- Human service rights
- Consumer rights
- Educational rights
- Steps to advocate for change
- Knowledge of resources

### Communication
- Assertiveness
- Negotiation
- Body Language
- Use of assistive technology
- Listening
- Compromise

### Leadership
- Knowledge of group's rights
- Advocating for others or for causes
- Knowledge of resources
- Organizational participation

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**This is great information, but ... HOW DO WE DO IT?**

- **Barriers**
  - Don't have time
  - Don't know how to imbed these skills into content / standards
  - Don't have resources
  - Need help from others
  - Any other barriers?

- **Strategies**
  - Steps
  - Resources
  - Processes
  - Collaboration

All of the above help minimize barriers!

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**Steps in Self-Determination Instruction**

Steps for integrating self-determination and academic content:
1. Decide what to teach
2. Decide how to teach it
3. Evaluate and adjust

(Konrad et al., 2008, pp. 54-57)
Step 1: Decide What to Teach

- Step 1A: Identify academic content standards in state or district curriculum.
- Step 1B: Identify individual academic needs that align with the standard(s) identified in Step 1A.
- Step 1C: Identify individual self-determination needs.
- Step 1D: Identify unit or lesson goals that incorporate standards, individual students’ needs, and self-determination.

Step 2: Decide How to Teach It

- Step 2A: Identify evidence-based strategies to meet unit or lesson goals. Develop lessons around this strategy.
- Step 2B: Decide how to evaluate effectiveness of strategies.
- Step 2C: Implement strategies in the classroom.

Step 3: Evaluate and Adjust

- Step 3A: Assess effectiveness of strategies using methods identified in Steps 1D and 2B.
- Step 3B: Plan intervention for students who have not met goals, and plan for follow-up instruction.
Step 1: Decide What to Teach

Step 1A: Identify academic content standards in state or district curriculum

- Florida Standards
- Math Resources
- ELA Resources
- LASSIS
- Webinars

Click to access CPALMS:
http://accesstofls.weebly.com/

- Standards
- Course Descriptions & Directory
- Vetted Resources
- PD Programs
- iCPALMS for teachers
- FloridaStudents.org
Florida's Self-Determination Course: 7963140

- The purpose of this course is to enable students with disabilities to apply self-determination and self-advocacy skills in school, home, community, and employment settings.
- Students will increase self-awareness of personal abilities and develop an understanding of the impact of their own disability on learning and on other areas of life.

Self-Determination Course Sections and Requirements

- 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)
1. Explain how personal abilities and disability impact learning and other areas of life.
2. Identify own interests, strengths, preferences, needs, and possible resources.
3. Describe factors that impact self-esteem and personal feelings of efficacy.
4. Apply strategies to support positive self-esteem and feelings of efficacy in a variety of situations and settings.
5. Apply skills of self-advocacy and self-determination as appropriate in a variety of situations, including accessing community resources, requesting accommodations, and self-disclosure.

Self-Determination and Self-Advocacy

6. Make choices based on determination of strengths, interests, and needs; review of possible options; and consideration of consequences in a variety of situations.
7. Assess how internal and external motivation drives personal effort.
8. Employ self-motivation techniques, such as making a list, setting goals, and rewarding accomplishments.

Choice Making and Motivation

9. Use effective decision-making strategies and apply problem-solving skills when completing tasks in a variety of situations.
10. Identify problems, examine alternatives, implement solutions, and evaluate results in a variety of situations.

Decision Making and Problem Solving
Personal and Social Relationships

11. Use communication skills that promote positive interpersonal relationships in a variety of situations.
12. Identify potential consequences of behavior or communication before interacting with others.
13. Model effective conflict resolution strategies and processes.

Personal and Career Planning

14. Use a systematic planning process to establish and revise short- and long-term goals.
15. Explain high school diploma options and requirements and their impact on postsecondary education/training and career options.
16. Participate effectively in own IEP meeting for transition planning.
17. Explain the components of own IEP.

Leadership

18. Exhibit leadership skills, including guiding or directing others on a positive course of action and appropriately influencing the opinion and behavior of others.
19. Assume leadership roles in various situations, including IEP team meetings.
Summary

- Students with disabilities may take this course to assist with their own individual transition planning, with practice in a variety of settings.
- This course is designed to address a range of abilities within the population of students with disabilities.
- Course requirements may be modified based on individual needs.

**Step 1B: Identify individual academic needs that align with the standard(s) identified in Step 1A**

**Step 1: Decide What to Teach**

- Individual Educational Plan (IEP)
- Assessment Data
  - Formal assessments
  - Informal assessments
- Reading
- Mathematics
- Spelling
- Writing
- Listening
- Communication
- Study skills
Step 1C: Identify individual self-determination needs

Step 1: Decide What to Teach

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Step 1C: Identify Student’s Self-Determination Needs

- Individual Educational Plan (IEP)
- Assessment Data
  - Formal assessments
  - Informal assessment
- Observations
- Parent feedback
- Choice making
- Problem solving
- Decision making
- Goal setting
- Self-regulation
- Self-advocacy
- Self-awareness

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Step 1D: Identify unit or lesson goals that incorporate standards, individual students’ needs, and self-determination

Step 1: Decide What to Teach

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Step 1D: Identify Goals and Evaluation Methods

- Unit Goals
- Lesson Goals
- Evaluation
- Incorporate
  - Standards
  - Individual student needs
  - Self-determination
  - Self-advocacy
  - Progress assessments

Planning Worksheet for Integrating Self-Determination and Academic Content

<table>
<thead>
<tr>
<th>Step 1: Decide What to Teach</th>
<th>Step 1A: Identify academic content</th>
<th>General Areas: English / Language Arts Mathematics Science Social Studies / History</th>
<th>Specific Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1B: Identify individual academic needs</td>
<td>General Areas: Reading Mathematics Spelling Written Language Listening Communication Study Skills</td>
<td>Specific Needs:</td>
<td></td>
</tr>
<tr>
<td>Step 1C: Identify individual self-determination / self-advocacy needs</td>
<td>General Areas: Choice Making Problem Solving Decision Making Goal Setting Self-Regulation Self-Advocacy Self-Awareness</td>
<td>Specific Needs:</td>
<td></td>
</tr>
<tr>
<td>Step 1D: Identify unit or lesson goals</td>
<td>Unit Goals: Lesson Goals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 1: Deciding What to Teach

- Standing Up For Me (SUFM)
- ME! Lessons for Teaching Self-Awareness and Self-Advocacy
- Whose Future is It Anyway? 2nd Edition: A Student-Directed Transition Planning Process
- Student-Directed Transition Planning
- Life Centered Education (LCE)
Florida’s Self-Determination Curriculum
Standing Up For Me (SUFM)

Standing Up For Me (SUFM)

Four grade levels:
1. Primary
2. Intermediate
3. Middle
4. High

Three content areas:
1. Understanding the IEP
2. Self-Directed IEP
3. Follow-Up

SUFM Primary:
Understanding the IEP

- What Is an IEP (2)
- All About Me (3)
- Personal Goal Setting (2)

Sample Lesson
All About Me
SUFM Primary: Self-Directed IEP

- Presenting Yourself (5)
- Writing Invitations (1)
- Being Present (1)
- Making Introductions (1)
- Thanking Everyone (1)
- Putting It All Together (1)

Sample Lesson, Putting It All Together

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SUFM Primary: Follow-Up

- Thank You Notes (1)
- Evaluation (1)

Sample Lesson, Evaluation

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SUFM Intermediate: Understanding the IEP

- What Is an IEP (1)
- What Is a Team (1)
- Take a Look at Me (2)
- Understanding Exceptionalities (1)
- Personal Goal Setting (2)
- Planning for the Future (1)

Sample Lesson, Take a Look at Me

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SU FM Middle: Self-Directed IEP

- Presenting Yourself (4)
- Writing Invitations (1)
- Being Present (1)
- Stating Purpose of the Meeting (1)
- Making Introductions (1)
- Reviewing Past Goals and Performance (1)
- Asking for Others’ Feedback (1)
- Course of Study (1)
- IEP Goal Setting (1)
- Advocacy Skills (3)
- Thanking Everyone (1)
- Putting It All Together (1)

Sample Lesson, Asking for Others’ Feedback

SU FM Middle: Follow-Up

- Thank You Notes (1)
- Evaluation (1)
- Transition to High School (1)

Sample Lesson, Transition to High School

SU FM High: Understanding the IEP

- What Is an IEP (2)
- What Is a Team (1)
- Student Profile (5)
- Transition Assessment (1)
- Understanding Exceptionalities (1)
- Planning for the Future (4)
- Personal Goal Setting (1)
- Student Rights and Responsibilities (2)
- High School Planning (1)
- Graduation Options (1)

Sample Lesson, High School Planning
Standing Up For Me (SUFM) Training and Curriculum

- The Standing Up For Me (SUFM) training and curriculum can be obtained from the Project 10 Transition Education Network. Request the training from your Project 10 Regional Transition Representative; contact information is available at http://www.project10.info
ME! Lessons for Teaching Self-Awareness and Self-Advocacy

- Using The Lessons
- Scope and Sequence
- Recommended Resources

Whose Future Is It Anyway? 2nd Ed.

Sections:
1. Getting to Know You
2. Making Decisions
3. How to Get What You Need
4. Goals, Objectives and the Future
5. Communicating
6. Thank You, Honorable Chairperson

Student-Directed Transition Planning

- Lessons and Materials:
  1. Awareness
  2. Terms and Concepts of Transition
  3. Visions for Employment
  4. Vision for Postsecondary Employment
  5. Vision for Adult Living
  6. Course of Study
  7. Summary of Performance
- Pre-Post Measures
- Teacher’s Guide
Life Centered Education (LCE)

- Daily Living Skills
- Self-Determination and Interpersonal Skills
- Employment Skills

Step 2: Decide How to Teach It

Step 2A: Identify Evidence-based Strategies
Step 2A: Identify Evidence-based Strategies

- Evidence-based strategies
  - Improve academic skills
  - Promote autonomy
  - Teach self-regulated behavior
  - Increase self-determination and self-advocacy skills
- Choice making
- Decision making
- Problem solving and goal setting
- Self-awareness
- Self-advocacy
- Self-regulation/self-management

Florida’s Self-Determination Course: Scope and Sequence

- Timeline
  - Four 9-week periods
- Course Requirements
  - From course description
- Competencies / Skills / Activities
  - For each requirement
- Resources
  - Assessments, educational materials
8. Employ self-motivation techniques, such as making a list, setting goals and rewarding accomplishments.

Self-Determined Learning Model of Instruction (SDLMI)

Step 2B: Decide How to Evaluate Effectiveness of Strategies

- Variety of ongoing assessments
  - Pre-/post tests
  - Formative
    - Progress monitoring
  - Summative
    - End-of-unit /-course
  - Student self-assessment

- Example
  - Plan to implement a self-regulating spelling strategy and collect data on:
    - Words spelled correctly
    - Student’s accurate use of strategy
    - Grade-level performance

Step 2: Decide How to Teach It

Variety of ongoing assessments

- Pre-/post tests
- Formative
  - Progress monitoring
- Summative
  - End-of-unit /-course
- Student self-assessment

Example

- Plan to implement a self-regulating spelling strategy and collect data on:
  - Words spelled correctly
  - Student’s accurate use of strategy
  - Grade-level performance
Step 2C: Implement Strategies

- Developing lessons from research articles
  - Follow procedures described in article
- NSTTAC Lesson Plan Starters
  - Based on research articles
- Using commercial curriculum
  - Adhere to scripts and guidelines
- SUFM
  - Allows for flexibility in lesson sequencing and modifications in order to meet student needs

NSTTAC Lesson Plan Starters

- Leisure Skills
- Social Skills
- Self-Determination Skills
- Choice Making
- Decision Making
- Goal Setting
- Problem Solving
- Self-Awareness
- Self-Advocacy
### National Secondary Transition Technical Assistance Center

- Student-Focused Planning: IEP
- Development, Student Participation, and Planning Strategies
  - IEP Meeting Involvement
  - Self-Advocacy Strategy
  - Self-Directed IEP

### Announcing NTACT

NTACT’s purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

### Planning Worksheet for Integrating Self-Determination and Academic Content

<table>
<thead>
<tr>
<th>Step 2: Decide How to Teach It</th>
<th>Strategy</th>
<th>Evidence supporting its use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2A: Identify evidence-based strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2B: Decide how to evaluate effectiveness of strategy</td>
<td>Self-determination assessment: Self-advocacy assessment</td>
<td>Academic assessment:</td>
</tr>
<tr>
<td>Step 2C: Implement strategy</td>
<td>Date to begin:</td>
<td>Resource needed:</td>
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</table>

[Konrad et al., 2008, Figure 2, p. 55, http://www.idb-indiana.edu/ntact/pdf/NTACT_Analyzing Self_Determination.pdf](http://www.idb-indiana.edu/ntact/pdf/NTACT_Analyzing Self_Determination.pdf)
Step 3: Evaluate and Adjust

Step 3A: Assess Effectiveness of Strategy
Step 3: Evaluate and Adjust

Self-Determination Assessment Tools

- AIR Self-Determination Assessments
- ARC Self-Determination Scale
- ChoiceMaker Self-Determination Assessment

Zarrow Center for Learning Enrichment, Self-Determination Assessment Tools
AIR Self-Determination Assessments

The AIR Self-Determination Assessments:
- Student Form
- Student Form (SPANISH)
- Parent Form
- Educator Form
- User Guide

ARC Self-Determination Scale

The ARC Self-Determination Scale scores:
- Autonomy
- Self-Regulation
- Psychological Empowerment
- Self-Realization
- Total Self-Determination

ChoiceMaker Self-Determination Assessment

As of 6.11.15, per Zarrow Center:

"The ChoiceMaker Self-Determination Assessment is no longer available. The materials are being updated and we will provide information on accessing the revised tool here."
Step 3B: Plan Intervention for Students Who Have Not Met Goals

Step 3: Evaluate and Adjust

Interventions and Follow-Up Instruction

- Some students may not respond to instruction
- Use assessment results
- Identify interventions needed
  - Type
  - Intensity

- Example:
  - Self-regulating spelling strategy
    - Words spelled correctly: 60%
    - Student’s accurate use of strategy: 2/7 times
    - Grade-level performance: DRA 60 or 6th grade (8th grade student)

Planning Worksheet for Integrating Self-Determination and Academic Content

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<tr>
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<td>School Year:</td>
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(Konrad et al., 2008, Figure 2, p. 55,
http://www.iidc.indiana.edu/images/mtb_dilemma/MTB_Models_SI_Approach_Self
http://www.iidc.indiana.edu/images/mtb_dilemma/MTB_Approach_Self)
Steps in Self-Determination Instruction

Steps for integrating self-determination and academic content

1. Decide what to teach
2. Decide how to teach it
3. Evaluate and adjust

(Konrad et al., 2008, pp. 54-57)

Florida Diagnostic & Learning Resources System (FDLRS)

- Lesson Study
  - Small group of teachers
  - Collaborate on lesson development
  - Observe how real lesson works with students
  - Report results to improve practice and outcomes

- Professional Learning Communities (PLCs) Big Ideas:
  1. Ensure that students learn
  2. A culture of collaboration
  3. Focus on results

http://www.fdlrs.org/

Planning Worksheet for Integrating Self-Determination and Academic Content

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**Step 2: Decide How to Teach It**

1. **Step 2A: Identify evidence-based strategies**
   - Strategy: Evidence supporting its use:

2. **Step 2B: Decide how to evaluate effectiveness of strategy**
   - Self-determination assessment:
   - Self-advocacy assessment:
   - Academic assessment:

3. **Step 2C: Implement strategy**
   - Date to begin:
   - Resource needed:

**Step 3: Evaluate and Adjust**

1. **Step 3A: Assess effectiveness of strategy**
   - Self-determination assessment results:
   - Self-advocacy assessment results:
   - Academic assessment results:

2. **Step 3B: Plan interventions for students who have not met goals and plan for follow-up instruction**
   - Intervention needed:
   - Intervention needed:

(Sources: Konrad et al., 2008, Figure 2, p. 55, [link to resource]

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So... HOW DID WE DO IT?

- **Barriers**
  - Don't have time
  - Don't know how to embed these skills into content / standards
  - Don't have resources
  - Need help from others
  - Any other barriers?

- **Strategies**
  - Steps
  - Resources
  - Processes
  - Collaboration

All designed to help minimize barriers!

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Additional Resources

National Gateway to Self-Determination
- Practice Guide
- Resource Guide
- Webinars

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But wait... THERE'S MORE
National Gateway to Self-Determination

Promoting Self-Determination: A Practice Guide
- Framework
- Recommendations

NGSD Recommendations for Promoting Self-Determination
1. Use person-centered planning methods
2. Use teacher-directed instructional strategies to teach component skills of self-determination (e.g., self-advocacy)
3. Teach students skills needed to self-direct learning
4. Create and maintain a system that involves family supports and family involvement
5. Organize environments to provide enriched opportunities, supports, models, and resources for individuals

Resource Guide
- Books
- Curriculum
- Tools and Devises
- Trainer’s Guides or Manuals

NGSD, Resource Guide
10 Steps to Independence: Promoting Self-Determination in the Home

1. Exploration
2. Self-Expression
3. Self-Esteem
4. Emphasize Abilities
5. Goal Process
6. Interactions
7. Goals
8. Responsibility
9. Choice
10. Constructive Feedback

National Gateway to Self-Determination: Michael Wehmeyer Lectures

Sections:
1. Expectations (15.46 mins)
2. Defining Self-Determination (23.29 mins)
3. Self-Caused Action (24.09 mins)
4. Enhancing Personal Capacity (24.27 mins)
5. Ray’s Story Questions (21.02 mins)

Are You Ready to Review?
Self-Determination and Self-Advocacy Jeopardy Game
**What is a component element of self-determination?**

Choice-making skills

**Row 1, Col 1**

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**What are characteristics of self-awareness?**

- Know own
- Interests, strengths
- Goals, dreams
- Support needs
- Accommodations
- Disability
- Responsibilities

1,2
Identify evidence-based strategies
Decide how to evaluate strategies
Implement strategies

What are substeps of Step 2: Decide How to Teach It?

Practice Guide
Resource Guide
Michael Wehmeyer Lectures

Volitional actions that enable one to act as primary causal agent in one’s life

What is self-determined behavior?
Consideration of student’s need for instruction or provision of information in self-determination and self-advocacy

What is required before age 14 in Florida?

To align instruction of self-determination skills, including self-advocacy, and general curriculum standards

What is the purpose of the Steps in Self-Determination Instruction?

Phase 1: Set a Goal
Phase 2: Take Action
Phase 3: Adjust Goal or Plan

What are the phases of the Self-Determined Learning Model of Instruction (SDLMI)?
What are outcomes of self-determination?

- Improved Academic performance
- Employment status
- Independence
- Postsecondary participation
- Quality of life

Why does FL require consideration of self-determination/advocacy needs before age 14?

To assist student to participate in IEP meetings and self-advocate, so that postsecondary/career goals may be identified by age 16

What are substeps for Step 1: Decide What to Teach?

- Identify academic content standards
- Identify individual academic needs
- Identify self-determination needs
- Identify unit or lesson goals
What are self-determination curriculum?

ME! Lessons
Whose Future Is It Anyway?
Student-Directed
Transition Planning

What is self-advocacy?

Speak up or defend a cause or person; speaking up for oneself

What is self-determined behavior?

Person acted autonomously
Behaviors are self-regulated
Person is psychologically empowered and acted in self-realizing manner
What are substeps of Step 3: Evaluate and Adjust?

Assess effectiveness of strategies
Plan intervention

What are self-determination assessments?

AIR
ARC
ChoiceMaker

What do students need to learn to be effective self-advocates?

How to advocate
What to advocate
When to advocate
What are self-advocacy characteristics?

Self-Awareness
Knowledge of Rights
Communication
Leadership

What is the Planning Worksheet for Integrating Self-determination and Academic Content?

Chart outlining steps and corresponding areas, standards, needs, evidence, resources, results, and interventions

What are Florida resources for teaching self-determination and self-advocacy?

CPALMS
ACCESS
Self-Determination Course
Scope and Sequence
SUFM
Resources

- Council for Exceptional Children (CEC), http://www.cec.sped.org/
- I’m Determined, http://www.imdetermined.org/
- National Center on Secondary Education and Training, (NCSET), http://www.ncset.org/
- National Gateway to Self-Determination (NGSD), http://ngsd.org/
- National Secondary Transition and Technical Assistance Center (NSTTAC), http://www.nsttac.org/
- National Technical Assistance Center on Transition (NTACT), http://www.transitiontla.org/
- Transition Coalition, http://transitioncoalition.org/

References


Questions and Thank You!
Questions, concerns, or recommendations?
Thank you for your attendance and input today!

Presenter
Contact Information

Project 10: Transition Education Network
Region 1 Transition Representative

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