New York State Education Department
Office of Special Education
Educational Partnership

How to Foster and Support Self-Determination in All Students

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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Meet and Greet

Discussion

Introduce yourself (name, school/district, role).

Think about what it means to be self-determined.

Share your answer with the group.

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.).
- Speak your truth—use "I" statements.
- Ask what you need to understand and contribute.
- Listen with respect.
- Push your growing edge.
- Participate and struggle together.
- Expect a lack of closure.
- Respect each others' needs and learning styles.

Learning Objectives

Participants will:

1. Recognize and identify definitions of self-determination and the elements that comprise self-determination.

2. Access and utilize materials and resources to aid in the promotion of self-determination throughout the transition planning process.

3. Identify strategies to support self-determination skill development for students across all ages and settings.

4. Be able to apply and implement these concepts into practice to foster self-determination in all students.

Materials

- Elements of Self-Determination

- National Center on Secondary Education and Transition (NCSET) Research to Practice Brief—Self-Determination: Supporting Successful Transition

- Self-Determination Assessment Resource List

- PACER Center Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities

- Family Cultural Asset Profile

- Self-Monitoring: Equipping Students to Manage Their Own Behavior in the Classroom

- The Self-Determined Learning Model of Instruction (SDLMI) Teacher's Guide

- Strategies to Incorporate Self-Determination Concepts into Elementary Curriculum

- Ideas for Incorporating Self-Determination into the Curriculum

Do Now Activity

Please take a moment to read the research findings regarding the impact of self-determination shown in the boxes.

Choose the statistic(s) that "speaks" the most to you.

#1
More than twice as likely as peers to be employed one year after graduation.
(Wehmeyer, 2002)

#2
More likely to be making more money per hour and employed in a job with benefits.
(Wehmeyer and Palmer, 2003)

#3
More likely to be living independently.
(Wehmeyer and Palmer, 2003)

#4
More likely to perform required tasks and meet their own goals in school.
(Benz, Lindstrom and Yovanoff, 2000)

#5
More likely to be involved with educational planning and decision making.
(Wehmeyer and Schwartz, 1997)

#6
More likely to stay in school because they are engaged in planning their education so it is meaningful.
(Covington-Smith, 2008)

# What Is Self-Determination? Why Is It Important?

What Is Self-Determination?

- Skills, knowledge, and beliefs that enable a person to engage in behavior that is:
  - **Goal-directed**
  - **Self-regulated**
  - **Autonomous**

- The ability to understand one's strengths and weaknesses

- Belief in oneself as capable and effective

Self-Determination Theory

Self-Determined Behavior: 3 Basic Needs

Autonomy

Competence

Relatedness
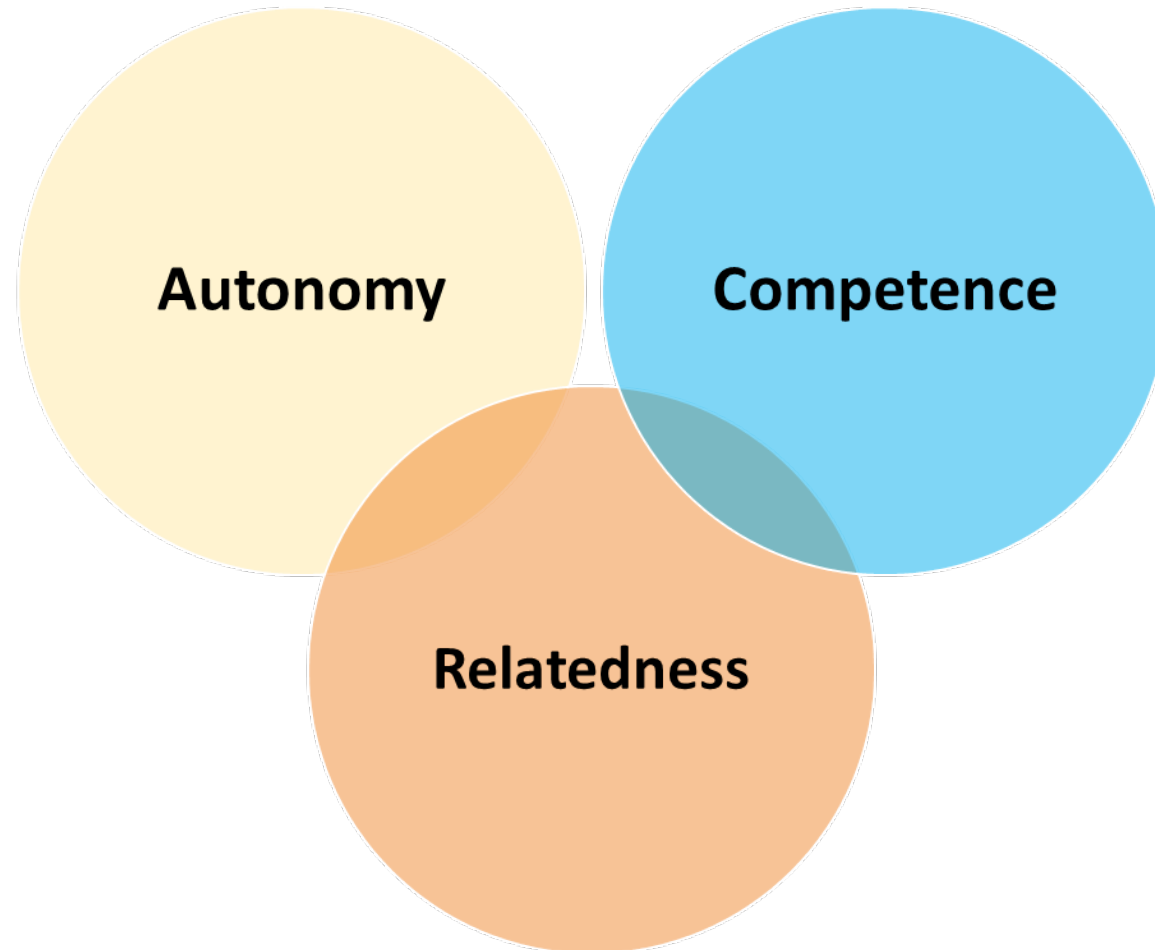
Self-Determination Student-Friendly Definition

"Being self-determined means acting or causing things to happen as you set and work toward goals in your life."

Questions We Need to Help Students Answer

Who am I?

Where am I going?

How will I get there?

Components of Self-Determined Action

- Make choices
- Express preferences
- Solve problems
- Set and attain goals
- Self-advocate
- Acquire self-awareness and self-knowledge

Elements of Self-Determination

Skills

CHOICE MAKING
The skill of selecting a path forward between two known options.

DECISION MAKING
The skill of selecting a path forward based on various solutions that have each been thoughtfully considered.

PROBLEM SOLVING
The skill of finding solutions to difficult or complex issues.

Abilities

GOAL SETTING AND ATTAINMENT
The ability to develop a goal, plan for implementation, and measure success.

SELF-REGULATION
The ability to monitor and control one's own behaviors, actions, and skills in various situations.

SELF-ADVOCACY
The skills necessary to speak up and/or defend a cause or a person.

Beliefs

INTERNAL LOCUS OF CONTROL
The belief that one has control over outcomes that are important to one's own life.

SELF-EFFICACY
Belief in one's own ability to succeed in specific situations or accomplish specific tasks.

SELF-AWARENESS
Basic understanding of one's own strengths, needs, and abilities.

Adapted from I'm Determined PDF

Predictors of Post-School Success

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising

NTACT Predictors by Outcome Area 2021

Research to Practice Brief

Self-Determination: Supporting Successful Transition

Let's take a closer look.

Please take a few minutes to read through the article.

- Make note of key information; what is new learning for you? (+)
- Reflect: What resonates the most with you? (*)

Please be prepared to share out 1-2 takeaways you identify from the article.

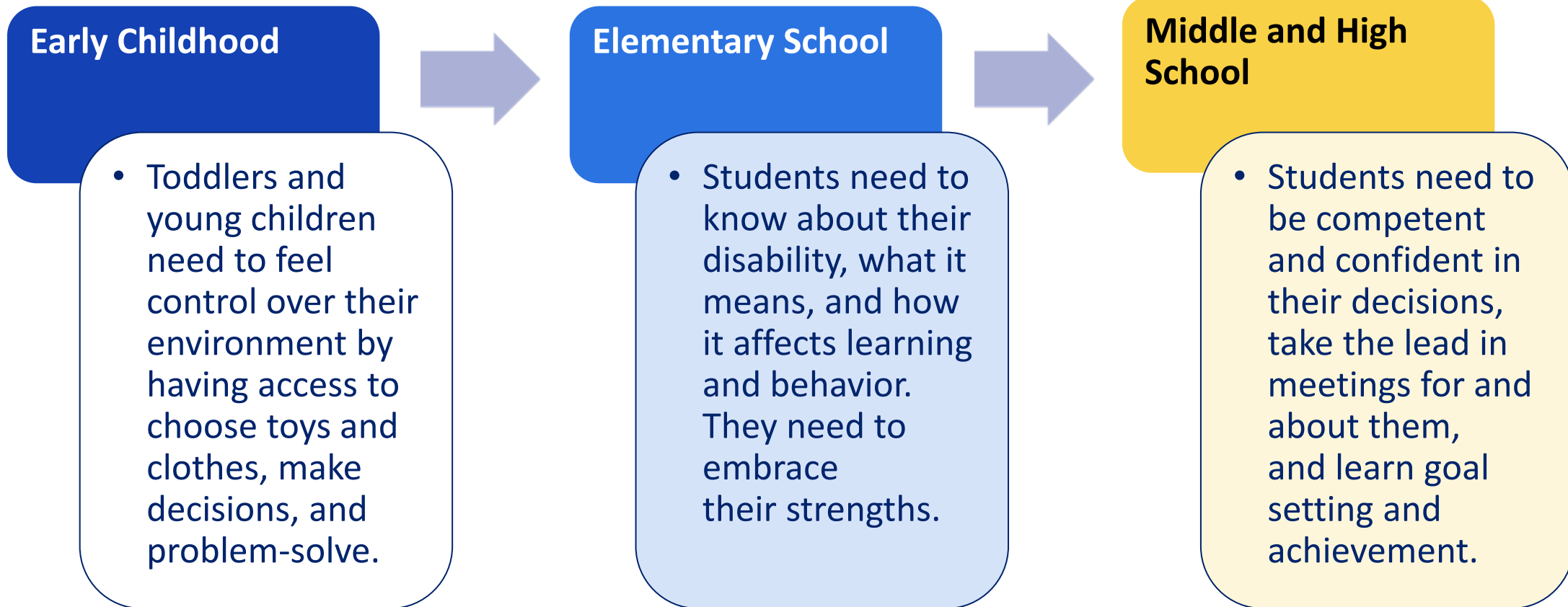# Promoting Self-Determination

Creating Buy-in for Families and Professionals

- Are any of these activities occurring already?

- Which ones could be tried, expanded, or improved upon?

- What are other examples?

Please be prepared to share out 1–2 things that you could do to foster self-determination skill development for your child, students, or district.

Self-Determination Across the Lifespan

It's Never Too Early to Start

Early Childhood

- Toddlers and young children need to feel control over their environment by having access to choose toys and clothes, make decisions, and problem-solve.

Elementary School

- Students need to know about their disability, what it means, and how it affects learning and behavior. They need to embrace their strengths.

Middle and High School

- Students need to be competent and confident in their decisions, take the lead in meetings for and about them, and learn goal setting and achievement.

Video: Elementary Students: What Does Self-Determination Mean to You?

Development of Self-Determined Behavior

- Elements of self-determination are acquired through a developmental progression.

- The path to acquisition of these skills begins at a very early age.

- Skills build upon each other; efforts to teach certain skills rely on acquiring prerequisite skills.

Skill Development Is a Progression

Age: 10–12 years

- Describe and know their disability

- Identify what their needs/fears are in school and the community

- Explain who helps them in school and the community

- Know what a Committee on Special Education (CSE) meeting is and participate in their meeting

Age: 12–14 years

- Evaluate how their disability impacts their daily life

- Describe what accommodations they use

- Explain how their accommodations help them

- Provide information at their CSE meeting regarding how they learn best, their likes, dislikes, dreams

Skill Development Is a Progression

Age: 14–15 years

- Participate in age-appropriate transition assessments and understand how the results relate to their transition plan

- Become an active member of their CSE team

- Identify and begin coordination of supports/create a circle of support

- Appropriately express wants and needs

Age: 15–16 years

- Continue involvement in assessment process—state how results relate to their postsecondary goals

- Describe issues related to self-disclosure (when, what, how)

- Continue participating in their CSE meetings— include in the Individualized Education Program (IEP) issues related to Assistive Technology, Health Care, and Transportation

- Define self-success

Skill Development Is a Progression

Age: 16–17 years

- Realize and understand barriers and solutions to becoming self-determined
- Independently discuss with high school staff needed accommodations and supports
- Understand adult rights and responsibilities
- Continue participating in CSE meetings, provide direct input into the development of IEP goals

Age: 18–21 years

- Direct personal assistance services (e.g., assistance with personal care, medical needs, etc.)
- Understand and use cause-and-effect strategies
- Further develop self-advocacy skills as they relate to postsecondary goals
- Assume adult rights and responsibilities

New York State Education Department (NYSED) Career Plans

A Resource for Supporting Self-Determination Skills K–12

- Career Plans are for **all** students across **all** grade levels. A Career Plan documents a history of achievement that students build from elementary school to high school.

- Kindergarten to Commencement Level plans are available on the NYSED website; students in grades 6–12 can create individual plans using NYS Department of Labor's CareerZone website.

- Connect learning across subject areas, align with Career Development and Occupational Studies (CDOS) Learning Standards.

- Student participation in the completion of career plans promotes the development of self-determination skills including **self-awareness, choice-making, decision-making, and goal-setting and attainment.**

Pause, Reflect, and Share 1

Reflection

What is one way you will help foster self-determination skill development across all ages?

How can schools and families work together to support this?

Assessing Self-Determination

Self-Determination Assessments

Assessments provide:

- An objective measure of self-determination skills.
- A baseline for determining individual strengths, needs, preferences, and limitations.
- A tool for progress monitoring.

Assessment Examples

Many self-determination assessments are free to use and come in a variety of formats. **Some no-cost examples include:**

- American Institutes for Research (AIR) Self-Determination Assessment
- The Arc's Self-Determination Scale
- Self-Determination Inventory System
- Personal Preference Indicators

AIR Self-Determination Assessment

- The AIR Assessments measure two broad self-determination components.

- Capacity refers to the student's knowledge, abilities, and perceptions that enable them to be self-determined.

- Opportunity refers to the student's opportunities to use their knowledge and abilities.

- Student, parent, and educator versions available.

WHAT HAPPENS AT SCHOOL

	Never	Almost Never	Sometimes	Almost Always	Always
1. People at school listen to me when I talk about what I want, what I need, or what I'm good at.					
	1	2	3	4	5
2. People at school let me know that I can set my own goals to get what I want or need.	Never	Almost Never	Sometimes	Almost Always	Always
	1	2	3	4	5
What Happens at School – Total Items 1 + 2					
3. At school, I have learned how to make plans to meet my goals and to feel good about them.	Never	Almost Never	Sometimes	Almost Always	Always
	1	2	3	4	5
4. People at school encourage me to start working on my plans right away.	Never	Almost Never	Sometimes	Almost Always	Always
	1	2	3	4	5

The Arc's Self-Determination Scale

- The Arc provides a total self-determination score and 4 sub-domain scores: autonomy, self-regulation, psychological empowerment, and self-realization.

- Each section is completed and scored differently.

- Scoring requires the use of a manual.

- Student version only.

Section One Autonomy

Directions: Check the answer on each question that BEST tells how you act in that situation. There are no right or wrong answers. Check only one answer for each question. (If you have a disability that limits you from actually performing the activity, but you have control over the activity by using a personal care attendant, answer like you performed the activity.)

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

1A. Subtotal _____

1. I make my own meals or snacks.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
2. I care for my own clothes.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
3. I do chores in my home.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
4. I keep my own personal items together.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
5. I do simple first aid or medical care for myself.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
6. I keep good personal care and grooming.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance

Self-Determination Inventory System (SDIS)

The SDIS Data Dashboard allows users to create user accounts, assign surveys to participants, take surveys, and view survey results.

- The assessment offers audio that reads the questions aloud and in-text definitions of words.

- Responses are completed online; it is scored, and a report is generated automatically.

- Student, parent/teacher, and adult versions are available.

Personal Preference Indicators

- A free guide to assist in planning with and for a person with a developmental disability.

- In an interview format.

- Designed for student's family members, friends, or professionals who know the student well, to provide information.

- Available in English and Spanish.

- Assesses likes, dislikes, social indicators, choices, health, body clock (wake and sleep patterns), and future.

FAVORITES
Individual Indicators

What are the person's favorites? Do you know why? How can you tell? Any other things?

- foods
- games
- music/sounds
- smells
- friends
- topics/objects
- activities/place to go
- being alone/with others
- TV show
- animals
- color
- clothes

Who are the person's favorite people? Do you know why? How can you tell?

What are the person's favorite things about himself or herself?

Pause, Reflect, and Share 2

Reflection

How can we use self-determination assessments to guide skill development?

**How can schools and families work together to support this?**

Supporting Students in Developing Self-Determination Skills

Putting Theory Into Practice

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
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SELF-REGULATION
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SELF-AWARENESS
Basic understanding of one's own strengths, needs, and abilities
Aw

Autonomy

Competence

Relatedness

Skills Abilities Beliefs
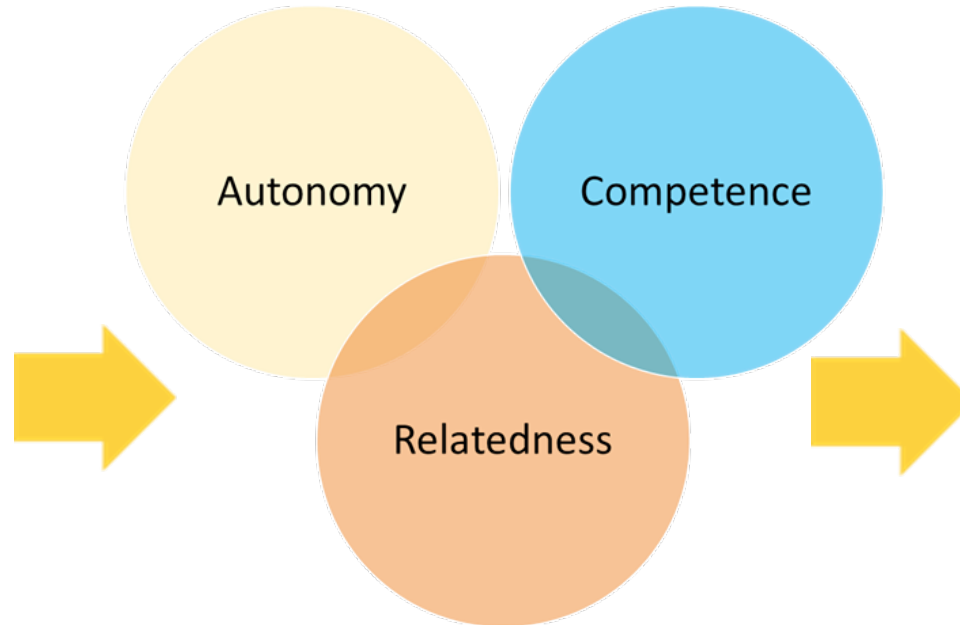
Self-Determination

Self-Determination in All Settings

Predictor Implementation Self-Assessment (PISA)

Self-Determination/Self-Advocacy Essential Program Characteristics:

- Utilize a student-driven IEP process.

- Collaborate with general education teachers to embed choices into the general curriculum and daily lessons.

- Teach students to self-monitor self-determination skills and provide opportunities for students to practice.

More PISA Program Characteristics

- Conduct age-appropriate transition assessments.
- Engage in honest and respectful discussions with students about their assessment responses.
- Provide direct instruction in self-determination using a structured curriculum or evidence-based instructional strategy.
- Support students to make choices for themselves through the day, discuss options and the potential consequences of their choices, and foster leadership skills.

Culturally Responsive Self-Determination Approaches

- Parents and students can share family and student goals for the future and explore the role that cultural values play in transition planning.

- Discuss self-advocacy skills that may be helpful to the student within the context of their culture.

- Identify adults who can serve as role models and other natural supports within the context of their culture that can help increase self-determination skills.

- Encourage the student to explore their cultural identity as part of the transition planning process.

Exploring Cultural Assets

Family Cultural Asset Profile

- Assessment based on Yosso's cultural wealth model (Yosso, 2005)
- Cultural assets
  - Aspirational assets
  - Linguistic assets
  - Familial and social assets
  - Navigational assets
  - Resistance assets
- Family, student, and educator versions

Handout

Family Cultural Asset Profile—Example Results

	Cultural Asset Domain	Key Resources/Assets Identified (e.g., aunt with a business, public speaking skills, interest in self-employment)	Matching Transition Doman (Employment, Education& Training, Adult living, other)	Recommendation
1	Aspirational	• Student would like to start a photography business	• Employment • Education	• Student to complete online tutorials on photography • Student and family to apply for small business grant to by photography equipment
2	Linguistic	• Student speaks sign language, English & Khmer • Great at public speaking	• Employment • Education	• Counselor to assist student explore careers in special education, politics, journalism
3	Familial & Social	• Has a cousin who goes to Cerritos college • Grandparents can provide accommodation • Family friend who is a school counselor	• Education • Adult Living	• Cousin will assist with campus visit and applications • Grandparents to provide housing
4	Navigational	• Guardian receives care through the Affordable Care Act (ACA)	• Adult Living	• Teacher and guardian to teach student about healthcare transition and access to services provided under ACA • Area of need to be addressed in the ITP
5	Resistance	• Not identified	• N/A	• Area of need to be addressed in the transition plan
	Areas of need	• Self-advocacy • Racial socialization • Career development • Participation in faith communities • Networking	• Education • Adult living • Employment	• Student will enroll in ethnic studies course • Teacher & family to assist student to become a Cambodian Advocacy Intern • Teacher to make curricula accessible to mosque that run homework programs

Culturally Responsive Education (CRE) Recording Video 1: CRE Consideration with Transition

Approaches for Developing Student Self-Determination

- Directly teaching skills or enhancing knowledge
- Embedding instruction into the general curriculum
- Using a student-driven IEP and transition planning process

Adapted from NSTTAC: Teaching Self-Determination Skills to Students with Disabilities

Self-Determination and Instructional Design

Consider Cultural Views When Initiating Self-Determination Instruction

- When using self-determination programs or curricula, pay attention to the underlying values being emphasized and consider how they may align or contradict the student's cultural values.

- Each self-determination skill should be taught with a component on how to use it appropriately in different settings.

- When possible, include the student's family in the instruction to provide culturally relevant feedback.

Teaching Self-Determination Skills Across Settings

Direct instruction

Directly teaching skills or enhancing knowledge, for example:

- **Self-management (self-monitoring)**
- Choice-making
- Problem-solving
- Self-awareness

How do we teach these component skills explicitly?

# Example: Self-Monitoring

Equipping Students to Manage Their Own Behavior in the Classroom

- Read the brief "Self-Monitoring: Equipping Students to Manage Their Own Behavior in the Classroom," and review the examples provided.

- Reflect on a skill you are working on with one of your students/children.

- Think: How could the student monitor their own progress?

(Bell et al., 2013)   48

Behavior Recording

Self-Determination
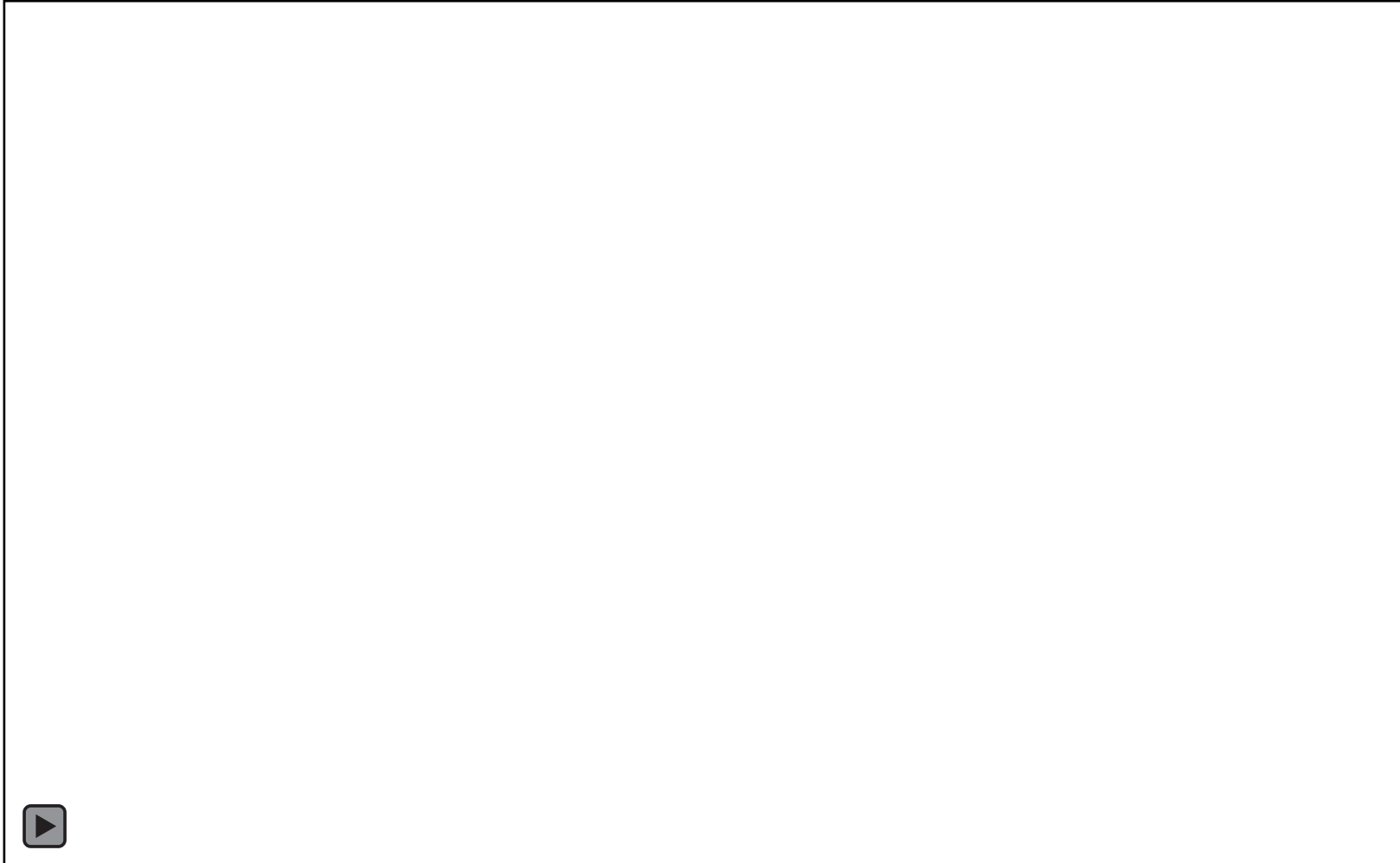
Resources for Teaching Self-Determination

- I'm Determined
- Self-Determined Learning Model of Instruction
- Me! Lessons for Teaching Self-Awareness and Self-Advocacy
- Transition Bell Ringers
- Whose Future Is It *Anyway*?
- ChoiceMaker Self-Determination Curriculum
- Early Steps to Self-Determination

I'm Determined

- Provides quick links to resources for educators, parents, and youth

- All documents/resources are available for download at no cost

- **Approved Partnership Resource**: Toolbox for Self-Determination

SDLMI

The SDLMI is a teaching model implemented by teachers to enable their students to self-direct and self-regulate their actions in pursuit of goals. It is used by teachers to enable students to:

- Set goals

- Make choices and decisions

- Develop plans to reach goals

- Track progress toward goals

It is also an excellent user-friendly tool for parents and families.

SDLMI (continued)

Use the model to support students with or without disabilities to:

- Learn and use skills that enable them to problem-solve, leading to goal-setting and attainment.

- Identify meaningful learning goals across multiple curricular domains.

- Make progress toward goals across multiple curricular domains.

- Achieve more positive school and post-school outcomes.

- Become more self-determined.

The SDLMI has three distinct phases that are each associated with a problem the student must solve:

What is my goal?

What is my plan?

What have I learned?

Phase 1: Set a Goal

Phase 2: Take Action

Phase 3: Adjust Goal or Plan

Teacher's Guide provides descriptions, examples, and reproducible worksheets.

Published, Research-Based Curricula

Available for free download at the University of Oklahoma (OU) Zarrow Institute

- **ME! Lessons for Teaching Self-Awareness and Self-Advocacy**
- Lessons for students with mild to moderate disabilities
- Teaches students to understand their disability and abilities, rights and responsibilities, and self-advocacy skills
- Students develop a portfolio to help them transition from high school to postsecondary settings

- **Transition Bell Ringers**
- Time to Teach: 5–10 minutes at the beginning of class
- Skills: Disability awareness, goal-setting, knowledge to lead an IEP meeting
- Ready-made PowerPoints: 50 Elementary, 50 Secondary Transition, 50 Secondary Financial Literacy

Self-Determination Curricula

Available for free download at the OU Zarrow Institute

- **<u>Whose Future is it Anyway?</u>**

- Helps prepare students for their IEP meetings and gain self-determination skills.

- Practical, hands-on lessons that are easy to implement.

- Includes Coach's Guide.

- **<u>Choicemaker Self-Determination Curriculum</u>**

- Consists of: Choosing Goals, Expressing Goals (Self-Directed IEP), and Taking Action. Each addresses teaching objectives in three transition areas: Education, Employment, and Personal.

- Choosing Goals and Taking Action modules are designed for use by all students. The Self-Directed IEP is the only module designed for use only by students receiving special education services.

Elementary Curriculum

<u>Early Steps to Self-Determination</u>

- Based on the model of self-determination developed by Field and Hoffman

- Designed to be taught in grades K–5

- Includes 6–8 developmentally appropriate instructional activities for each of the following content areas for each grade level: Know Yourself and Your Context; Value Yourself; Plan; and Act and Experience Outcomes and Learn

Pause, Reflect, and Share 3

How can we integrate these resources into our work with students?

How can schools and families work together to support this?

Self-Determination for ALL Students

Embedding Instruction into the General Curriculum

How do we teach self-determination in:

- Science and math classes

- Language arts and social studies classes

- Physical education, art, and music classes

- Elective classes

- Vocational classes and programs

- Special education classes and programs

- Extracurricular activities

Teaching Self-Determination Skills

Embedding Instruction into the General Curriculum

Integrate Skills

- Address real-life topics when designing lessons.

- Link academic skills with real-life skills.

Seize Teachable Moments

- Model self-determination skills whenever possible.

- Identify opportunities for students to practice self-determination skills.

Use specially designed materials and lessons

- Universal Design for Learning (UDL).

Example Strategies for Educators and Families

Self-Determination Component	Example Strategy for Educators/Families
Choice-Making	• Provide 2-3 learning activity options and allow students to make a choice based on their preferences. • Allow students to choose how they will demonstrate mastery of a specific curriculum topic.
Decision-Making	• Teach students how one decision can have multiple impacts. • Teach "group-think" decision activities based on role-plays, stories, and videos.
Problem-Solving	• Help students develop the ability to find an appropriate solution when faced with a challenge. • Have students reflect on the way they solved a challenging situation and make adjustments for future situations.
Goal-Setting and Attainment	• Work with students to develop plans that include steps to reach a goal and any necessary resources. • Help students set manageable and realistic goals that can be met in a short time period.

(Adapted from Cabeza et al., 2013)

Example Strategies (continued)

Self-Determination Component	Example Strategy for Educators and Families
Self-Advocacy and Leadership	• Design roleplay situations where students practice advocating for themselves in a safe environment. • Encourage students to advocate for their own preferences, desires, or opinions when appropriate.
Self-Management and Self-Regulation	• Have students create a journal of their daily academic, behavioral, and social goals. • Support students in reflecting on their learning preferences, academic strengths and areas for growth, and academic goals.
Self-Awareness and Self-Knowledge	• Design a class activity where students roleplay as if they were someone else to accept various perspectives, prejudices, and stereotypes often held by others. • Talk individually to brainstorm ways to maximize their strengths and minimize their limitations in different settings.

(Adapted from Cabeza et al., 2013)

How Can We Build Skills Across Settings?

Leveraging Environments: Home, School, and Community/Work

Autonomy

- Build in choices
- Problem-solving opportunities
- Delegate responsibility
- Allowing failure as a learning experience

Competence

- Specific positive feedback
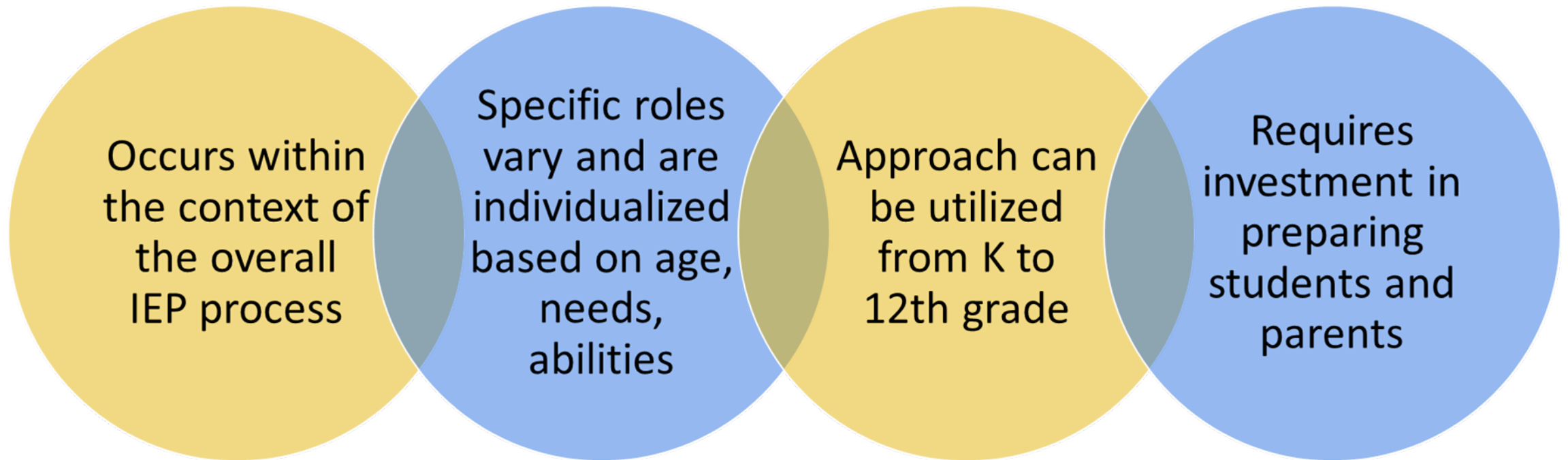- Opportunities to respond
- Opportunities to practice
- Scaffold

Relatedness

- Inclusive practices
- Inclusive opportunities
- Disability awareness for all
- Common goals

(McNaught, 2022)

Self-Determination and Student Involvement in the IEP Process

What Is Student Involvement in the IEP Process?

Occurs within the context of the overall IEP process

Specific roles vary and are individualized based on age, needs, abilities

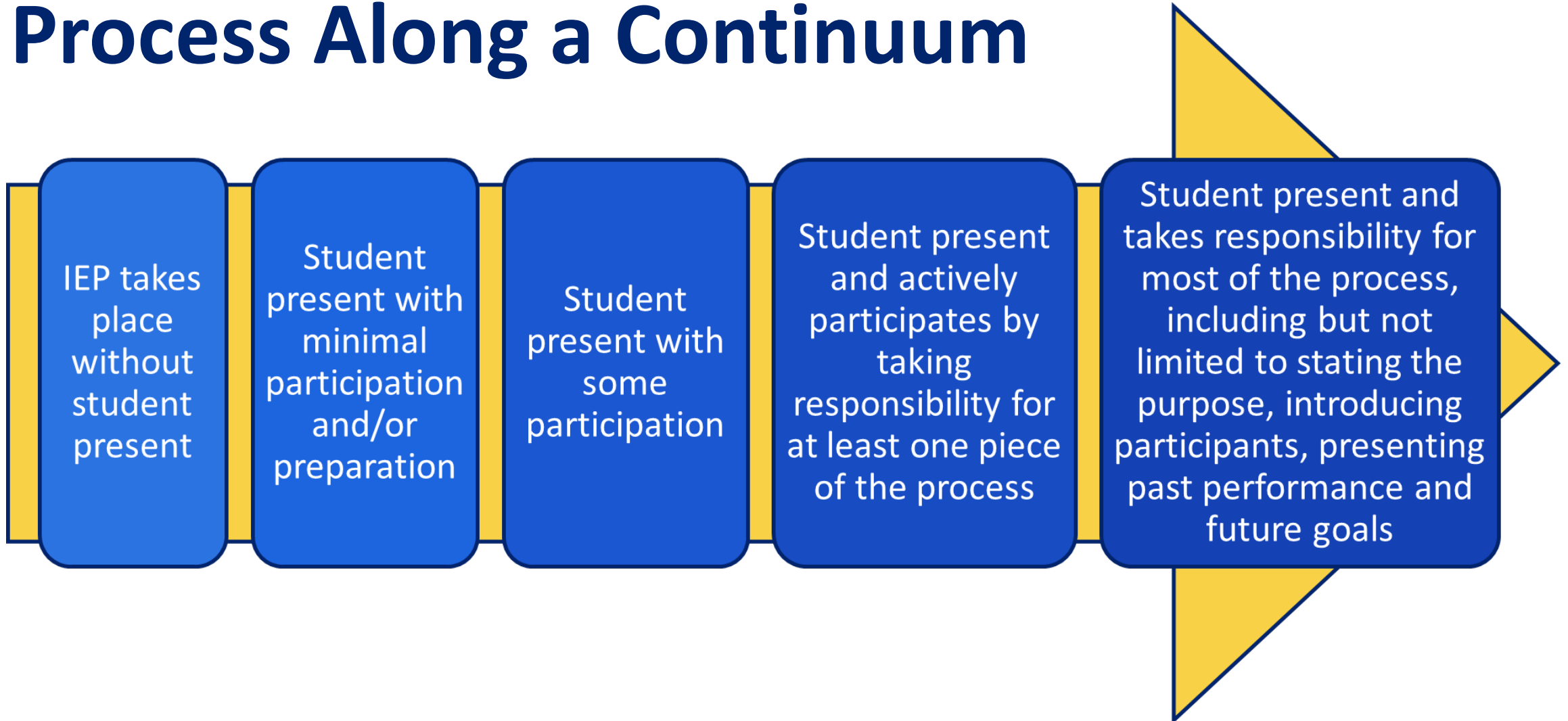Approach can be utilized from K to 12th grade

Requires investment in preparing students and parents

Impact of Student Involvement in the IEP Process

Students who understand and are involved in their IEPs are more likely to:

- Work toward accomplishing their goals.

- Advocate for themselves in the classroom.

- Be invested in learning and educational progress.

- Understand the role that related services and supports play in their success.

Student Involvement in the IEP Process Along a Continuum

IEP takes place without student present	Student present with minimal participation and/or preparation	Student present with some participation	Student present and actively participates by taking responsibility for at least one piece of the process	Student present and takes responsibility for most of the process, including but not limited to stating the purpose, introducing participants, presenting past performance and future goals

Ways to Involve Students in Meetings

- Prepare and send invitations.

- Conduct introductions.

- Make a presentation.

- Communicate strengths, weaknesses, needs, and interests.

- Request accommodations.

- Define future goals and dreams.

- Write sections of the IEP.

- Facilitate all or part of the meeting.

Student Involvement in the IEP Process in Action

Reflections from: Students, Parents, and Educators

Reflection

Video:

[I'm Determined: Self-Determination—The Importance of Student Involvement in IEPs](#)

Self-Determination After High School

Crossing the Bridge to Adulthood
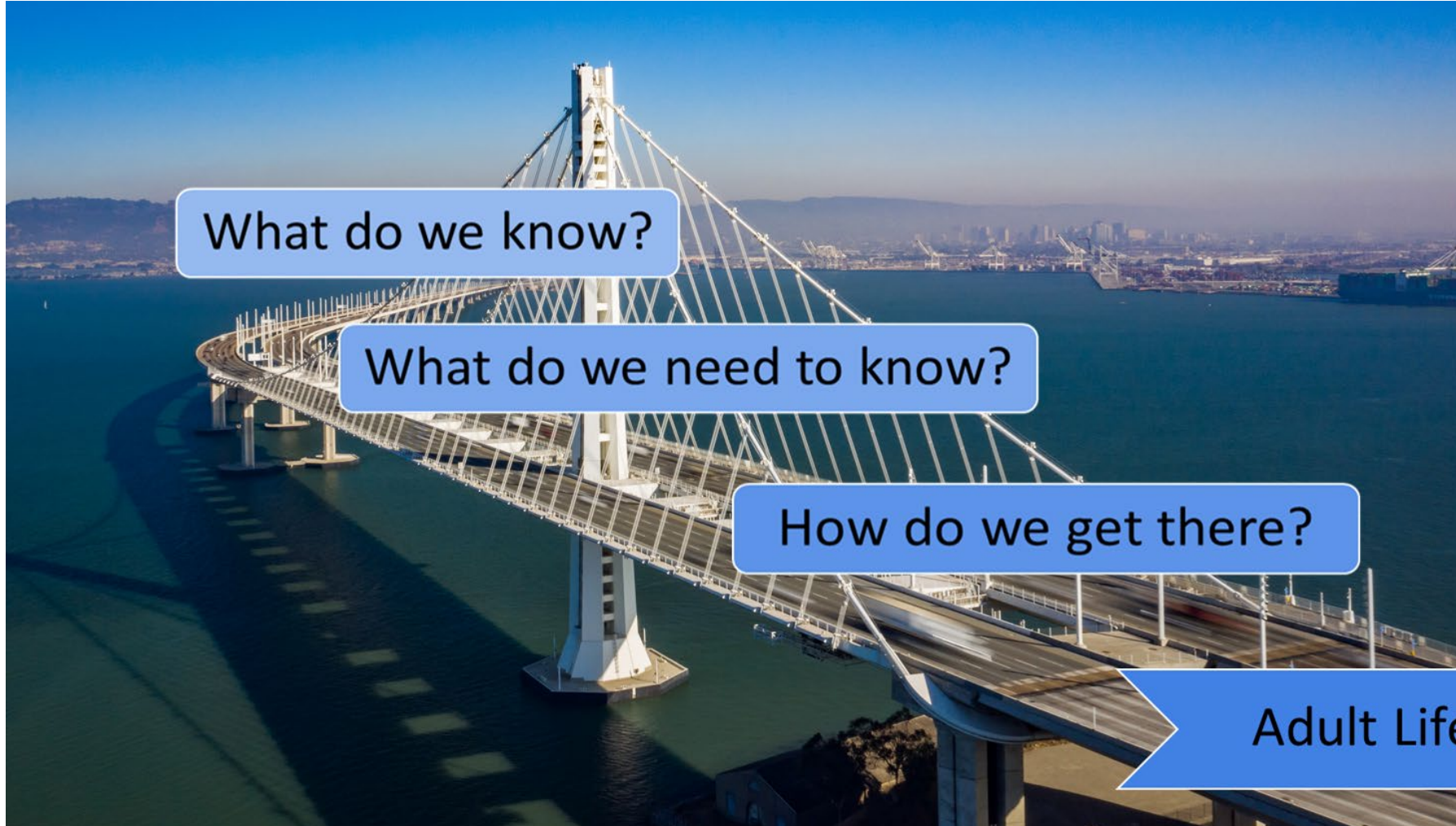
Self-Determination and Navigating Adult Services

- In order to navigate adult services, self-determination skills are key.

- Students and their families will need to advocate with adult service providers and share their needs.

- Students will need to understand their disability and their own preferences, strengths, and needs.

Impact of Self-Determination Skills

Students with greater self-determination skills have:

- Greater academic achievement in high school.
- Higher rates of enrollment in and completion of postsecondary educational experiences.
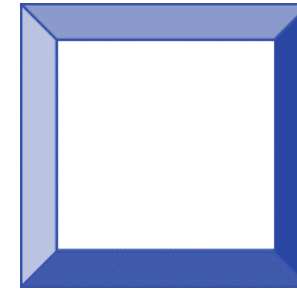- Higher rates of employment.

(Shogren et al., 2015b; Martin et al., 2006)

Questions and Answers

Wrap-Up Activity

Leaving in Good Shape

Reflection

What do you still have questions about?

What three things could you use from today moving forward?

What's squared away?

What do you really understand?

Resources (1 of 2)

AIR Self-Determination Assessments

Arc Self-Determination Scale

Culturally Responsive Transition Planning

Early Steps to Self-Determination Curriculum

I'm Determined (Videos, Toolbox for Self-Determination, Module 3—Parents Developing Self-Determination in Their Youth, Transition Guide: Self-Determination

NSTTAC: Teaching Self-Determination Skills to Students with Disabilities

NYS Career Plans

Resources (2 of 2)

PACER Center

Personal Preference Indicators

Predictor Implementation School/District Self Assessment

Self-Determination Inventory System

Self-Determined Learning Model of Instruction (SDLMI)

Self-Determination Research-Based Curricula available from Zarrow Institute

Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities

Universal Design for Learning

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Contact Us

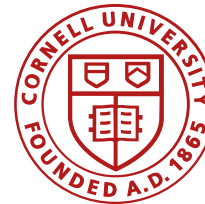## TAP for Transition

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