

# Self-Determination: The Heart of Transition Planning

Presented by Lindsey Anderson



OSSE Division of Specialized Education  
Secondary Transition Webinar Series

# Webinar Overview

## **Objective:**

- Identify how we can enable students with a range of disabilities to develop self-determination

## **Guiding Questions:**

1. What does it mean for a student to be self-determined?
2. What can service providers and parents do to promote student self-determination?

# Definition of Self-Determination

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

# Self-Determination and Disability

## Apparent Disabilities



## Hidden Disabilities

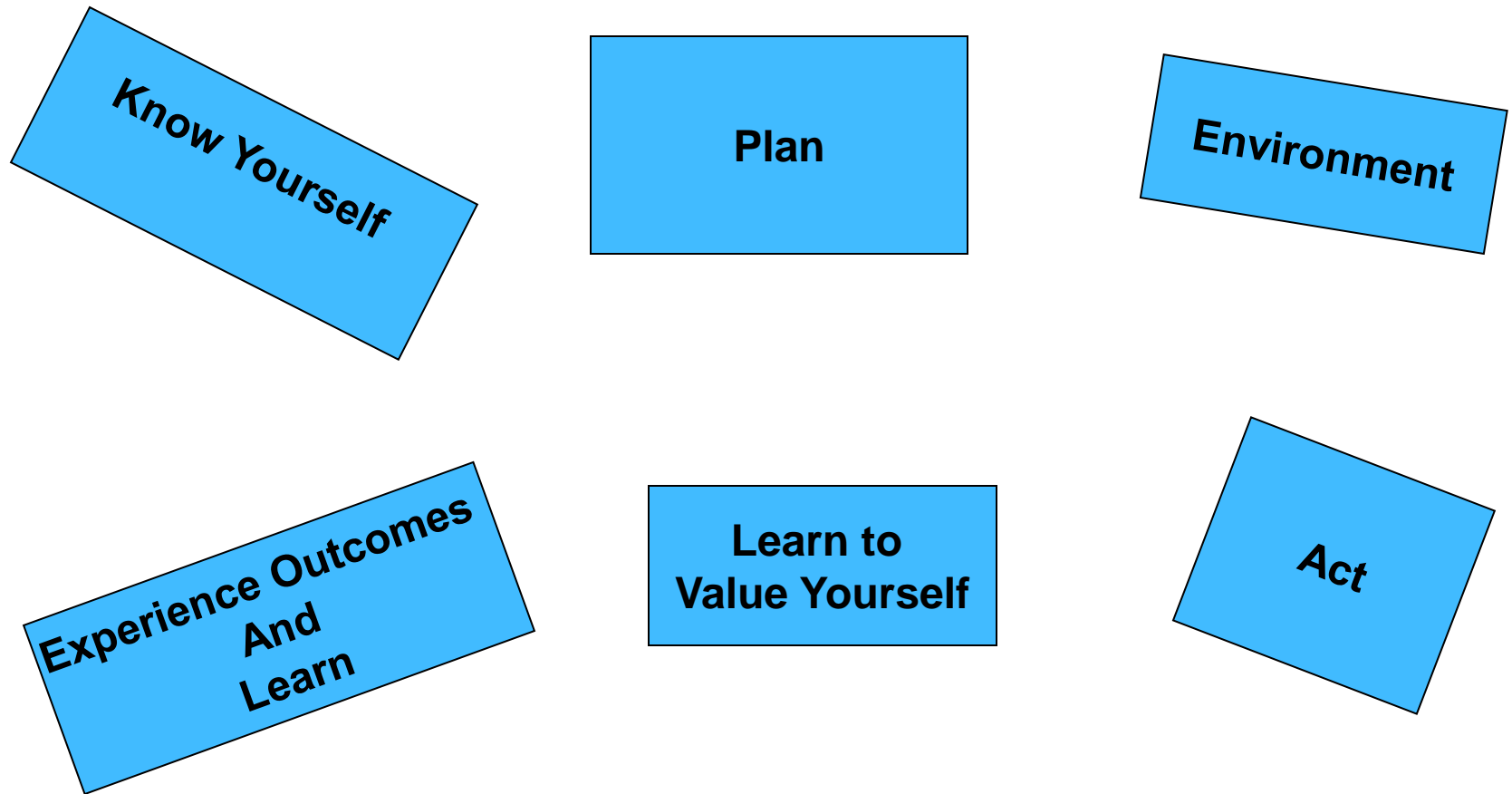


# Guiding Question 1

**What does it mean for a student to be self-determined?**

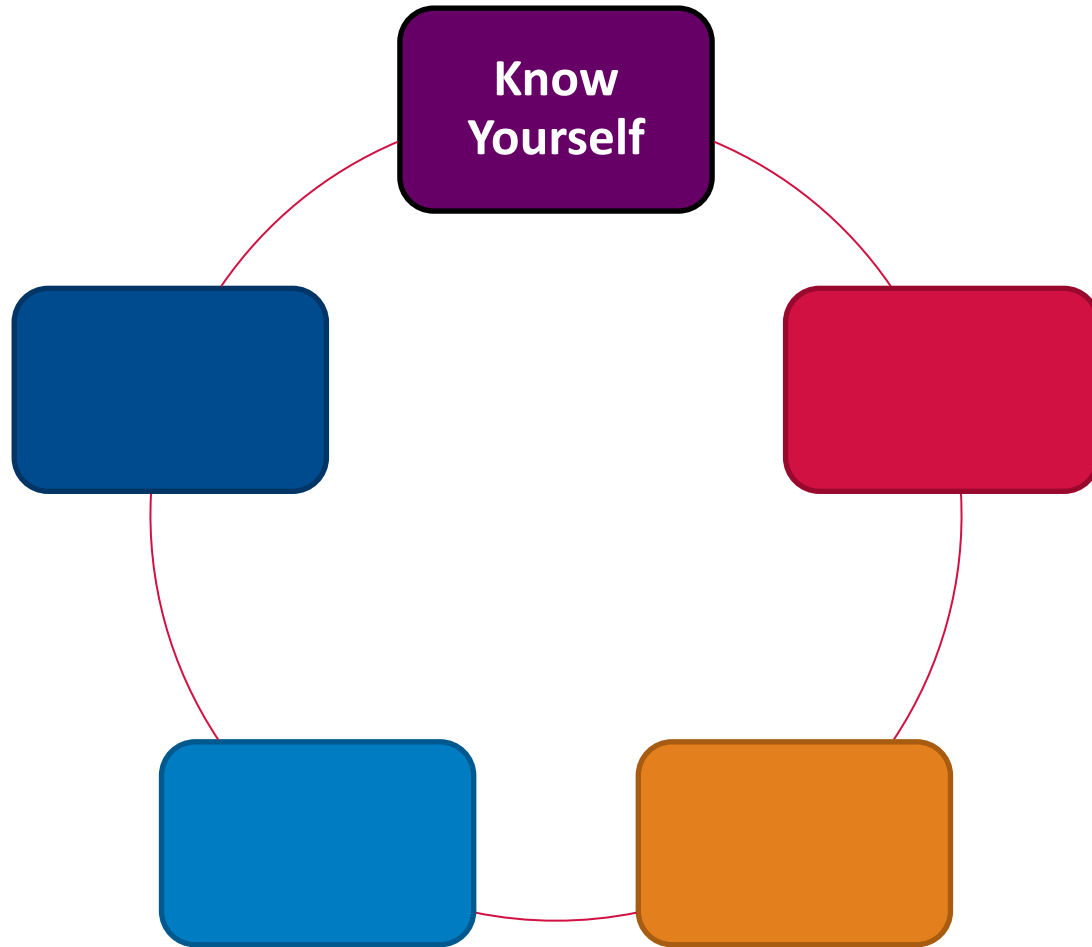


# Self-Determination



(Field & Hoffman, 1994)

# Know Yourself



# Know Yourself

## **Self-determined people are able to:**

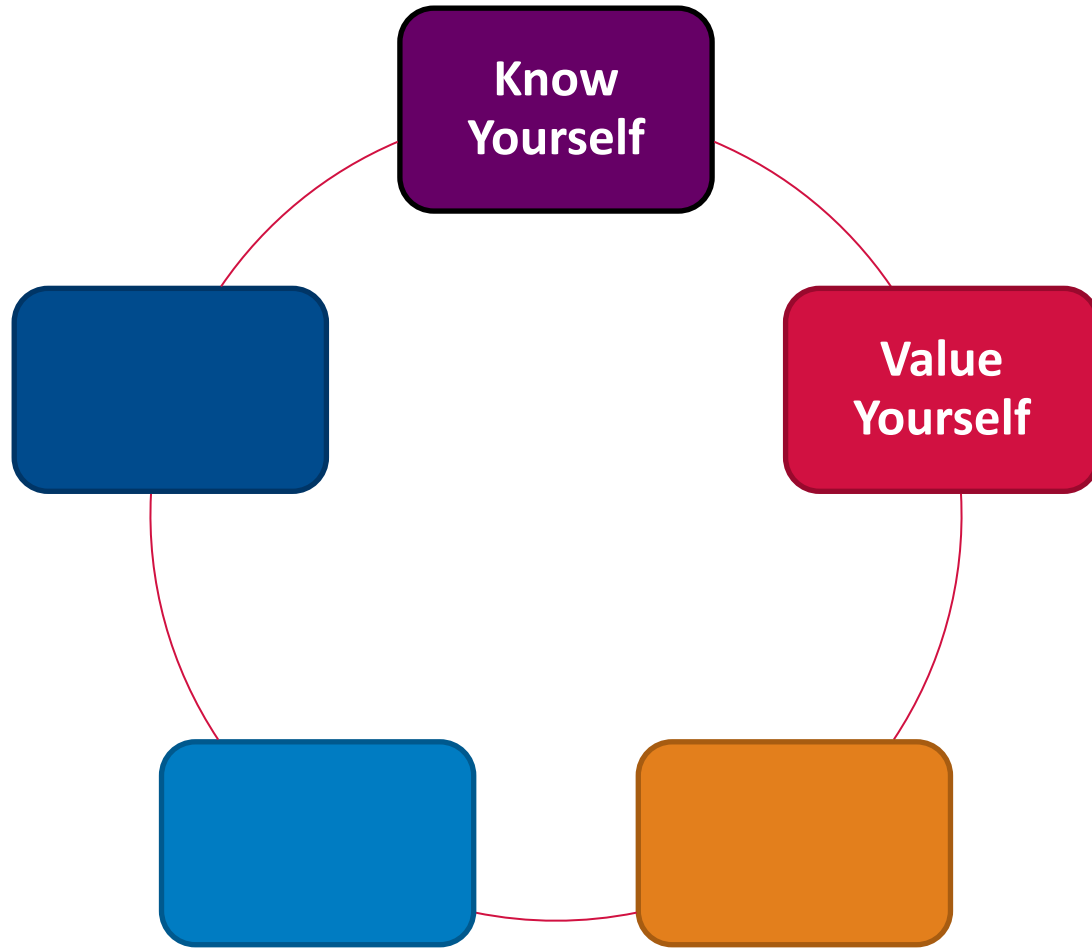
- Understand their needs, preferences, strengths and weaknesses
- Become aware of their options
- Acknowledge what is important to them

## **A self-determined person can answer these questions:**

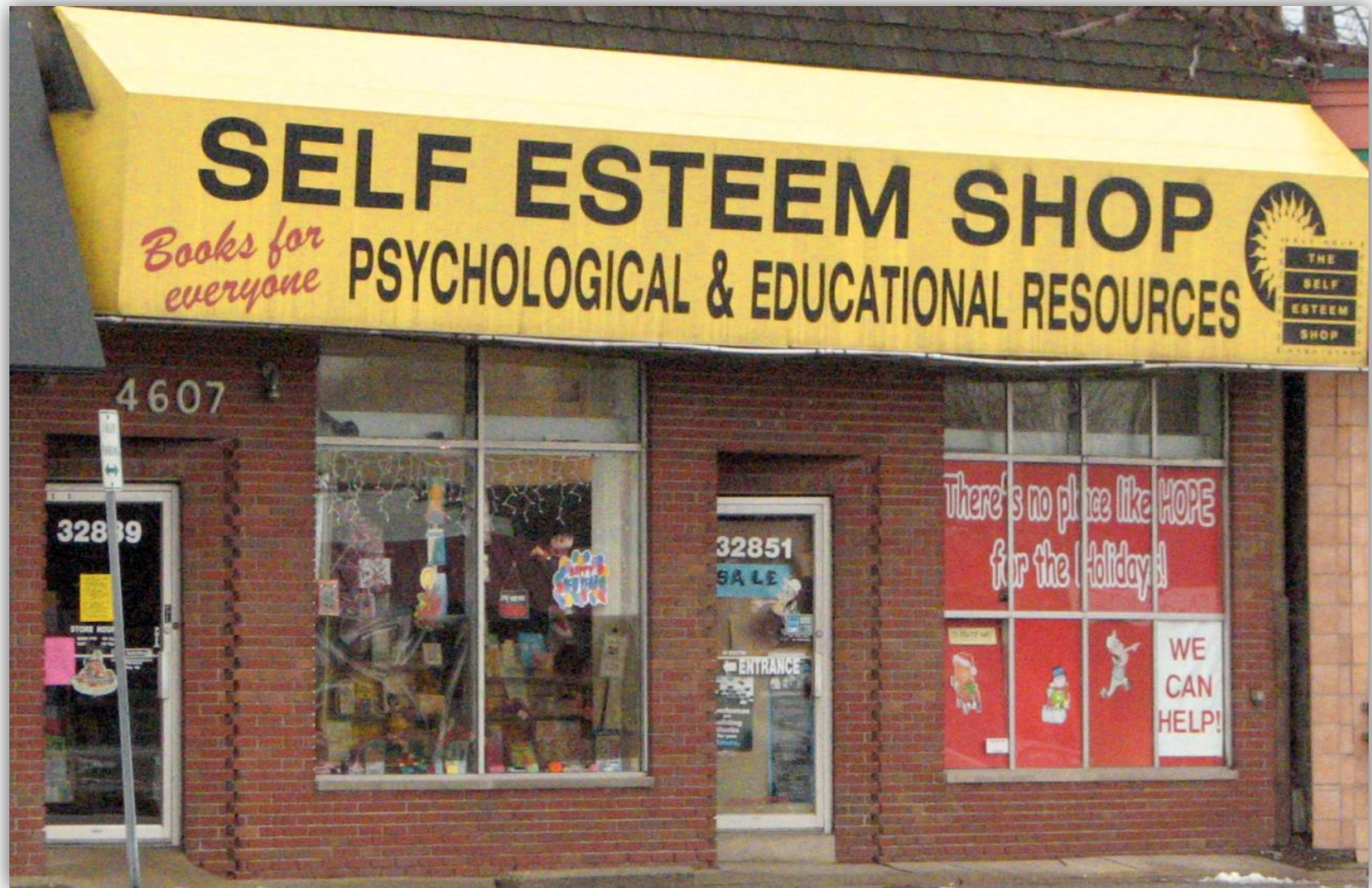
- What are my areas of strength?
- What is difficult for me?
- What do I enjoy?
- What is important to me?
- How well do I understand my disability?
- How can I explain my disability?



# Value Yourself



# Value Yourself



# Learn to Value Yourself

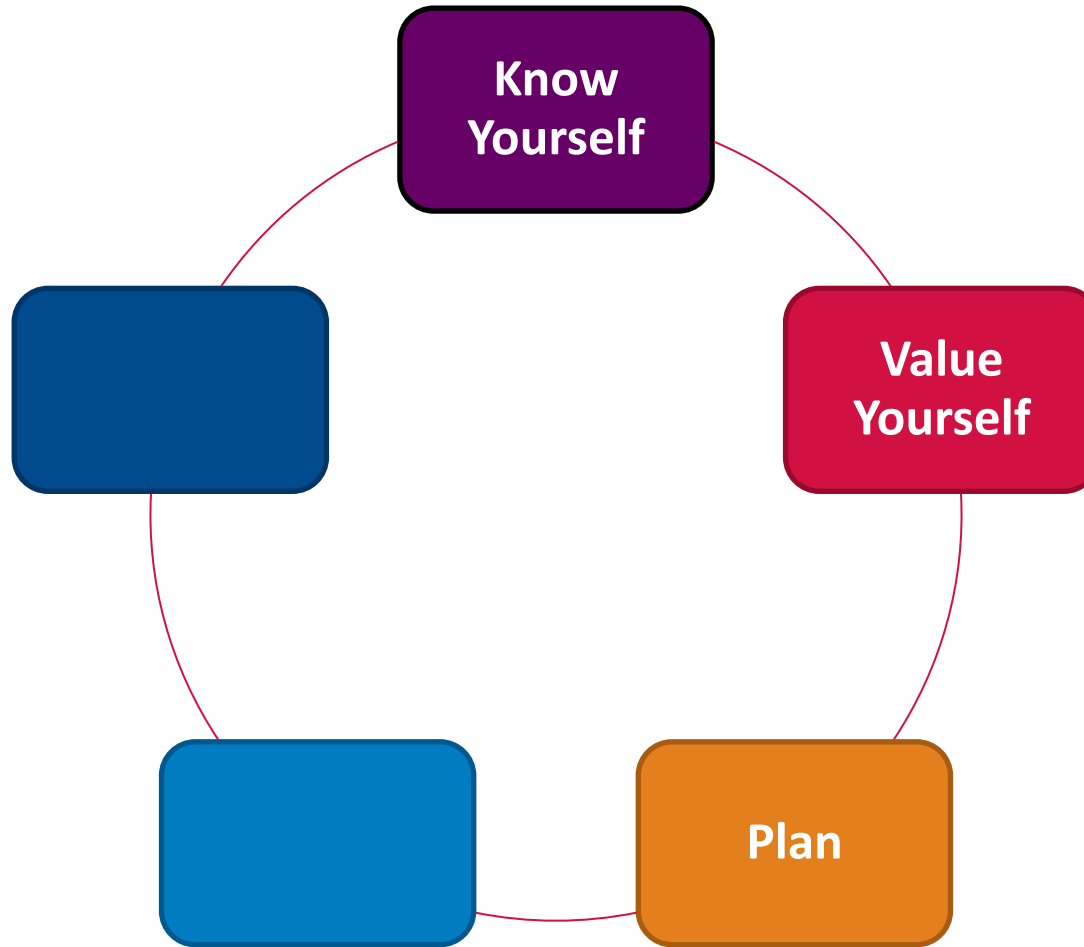
## **Self-determined people are able to:**

- Accept themselves
- Acknowledge and appreciate their unique strengths
- Respect responsibilities and rights
- Be good to themselves

## **A self-determined person can answer these questions:**

- How have my learning challenges made me stronger?
- How have I been successful – big or small?
- What are my habits that help me?
- What are my habits that get me in trouble?

# Plan



# Student Quotes

1. “I thought IEP meetings were places where my dad and my teachers got together and talked bad about me.”
2. “If I had it to do over again, I would have gone to my IEP meetings in the third grade.”
3. “You owe it to yourself to speak up. It’s not easy to do that. Did anyone tell you having a disability is easy? Tell me who, and I will tell them it is not easy.”

From *It's not Easy To Be Me* by Jamie Van Dycke <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/presentations.html>

# Plan

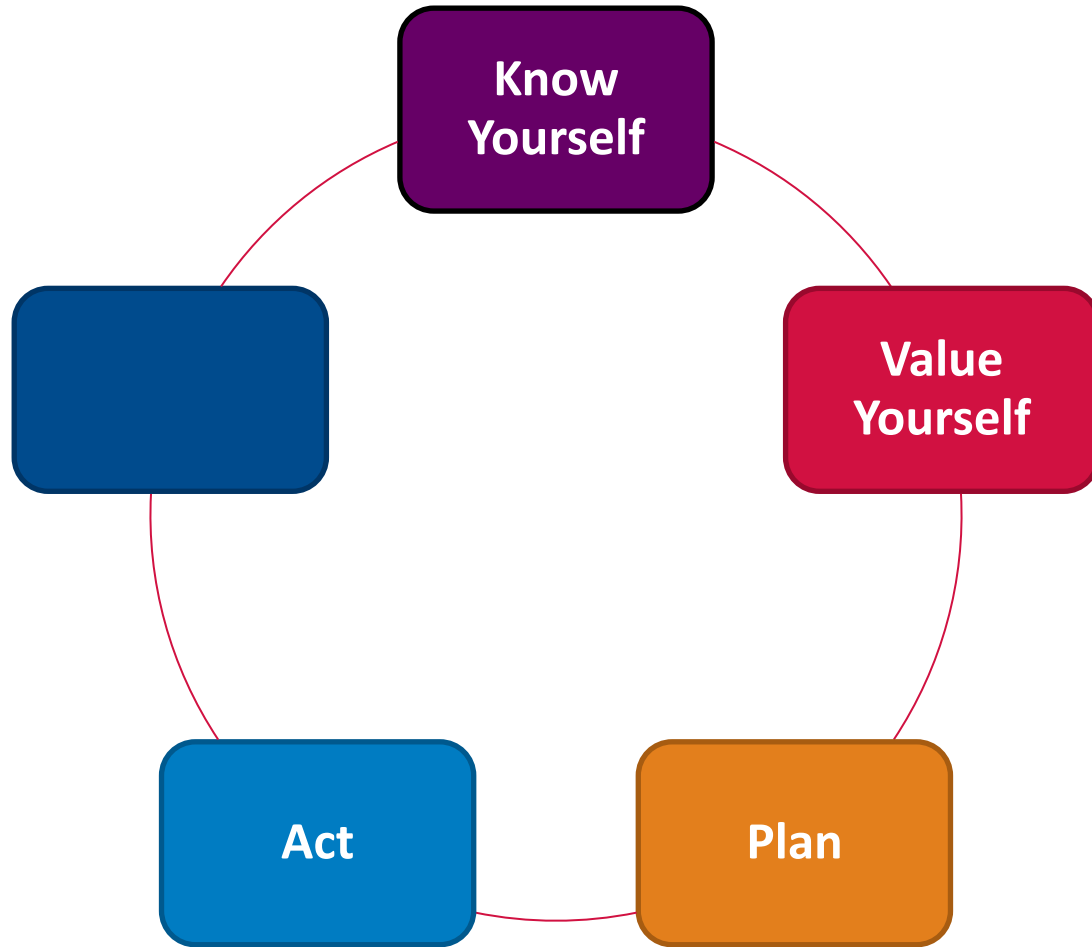
## **Self-determined people are able to:**

- Set goals
- Make plans to meet goals
- Anticipate consequences

## **A self-determined person can answer these questions:**

- What are my long-term and short-term goals?
- How good am I at following a plan?
- Can I change plans when needed?
- Can I use tools like calendars and daily planners?
- What experiences have I had to help me plan for careers and adult life?

# Act



**Sometimes Self-Determination takes DETERMINATION!**





# Act

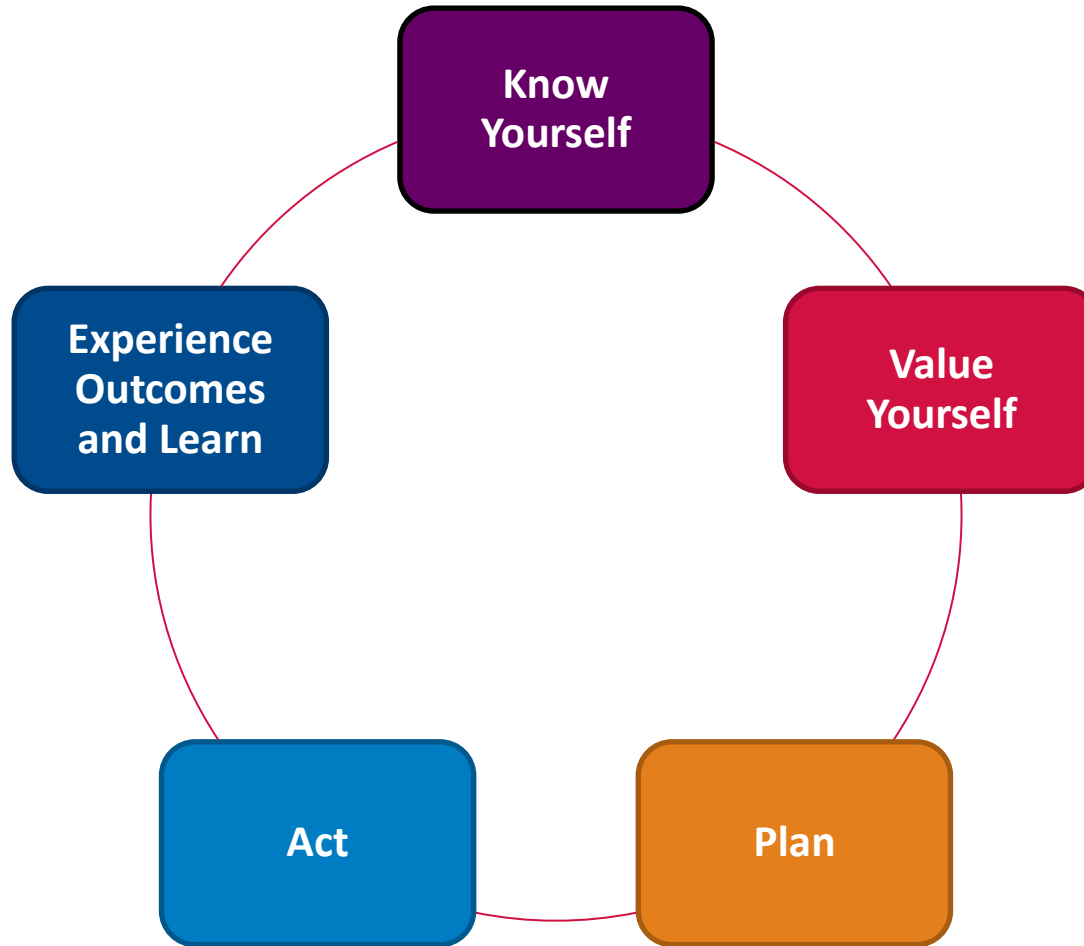
## **Self-determined people are able to:**

- Take appropriate risks
- Gain support and resources
- Communicate
- Respond to feedback
- Initiate action when needed using appropriate skills

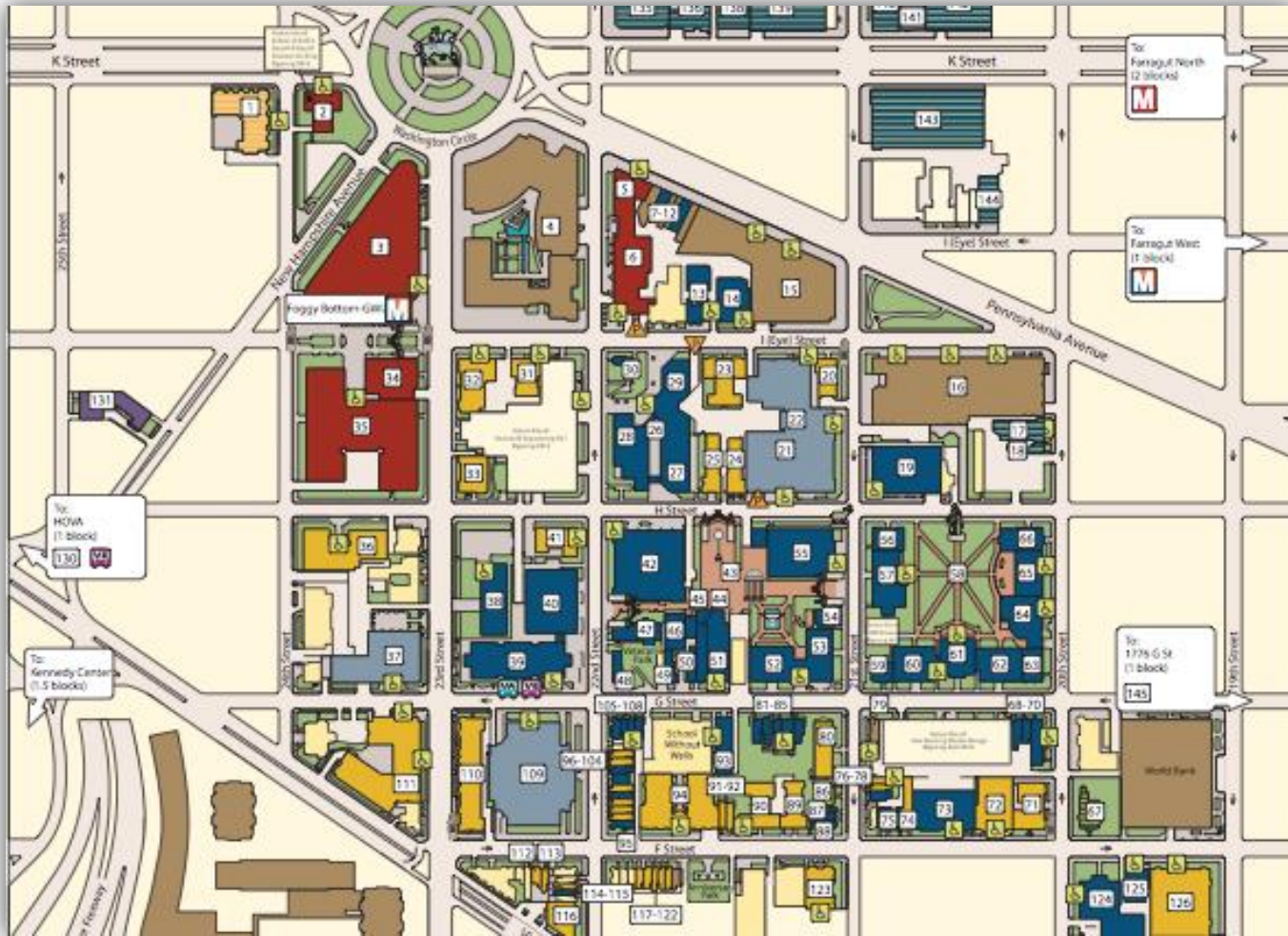
## **A self-determined person can answer these questions:**

- How well can I initiate individual or group activities?
- What are my communication strengths and areas of need?
- How can I access resources to get things done?
- When I meet a roadblock to reaching a goal, what do I do?

# Experience Outcomes and Learn



# Sometimes Less Help is More Help



# Experience Outcomes and Learn

## **Self-determined people are able to:**

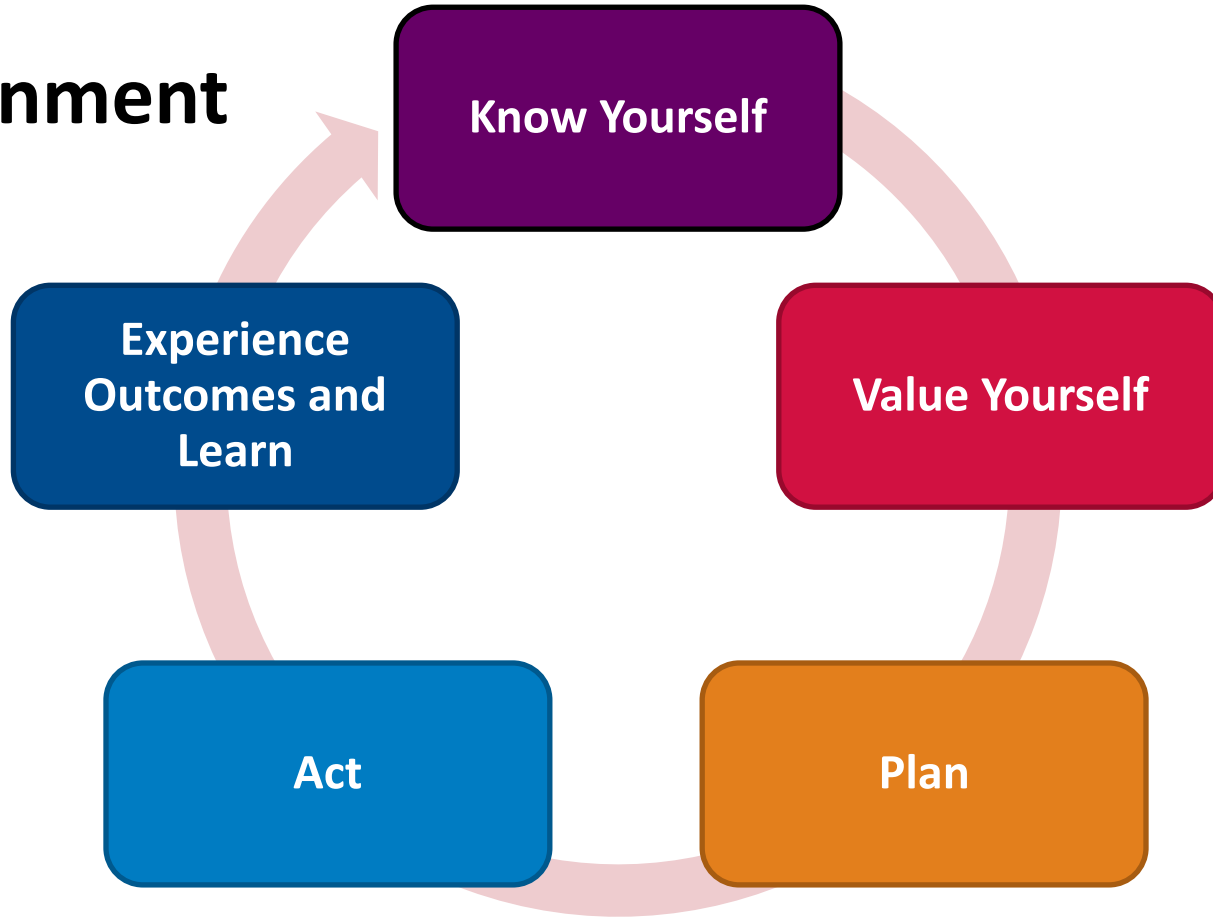
- Evaluate differences between actual outcome/performance and expected outcome/performance
- Celebrate successes
- Deal with criticism or failure

## **A self-determined person can answer these questions:**

- Can I analyze what happened to determine what led to the outcome?
- What was my role in it?
- What worked best?
- What would I do differently?

# Environment

**Environment**



# Environment

## **Environments that support self-determination provide:**

- Clear learning objectives
- Specific and timely feedback
- Ways for learners to keep track of their progress
- Tasks at learners' levels
- Ways for learners to share their strengths and needs

## **A self-determined person can answer these questions:**

- Do I have input on how I meet learning objectives?
- Do I receive specific feedback on my performance?
- How do I tell if I am progressing?
- How often am I asked to give feedback on the learning process?
- Are the expectations too low or too high?

Adapted from [www.ncl.org/content/view/423/423](http://www.ncl.org/content/view/423/423)

## Guiding Question 2

**What can service providers and parents do to promote student self-determination?**



# How can we help students learn to know themselves?

- Provide specific feedback on strengths and weaknesses
- Encourage self-assessment
- Discuss likes, dislikes, and preferences
- Use transition assessments





# How can we help students learn to value themselves?



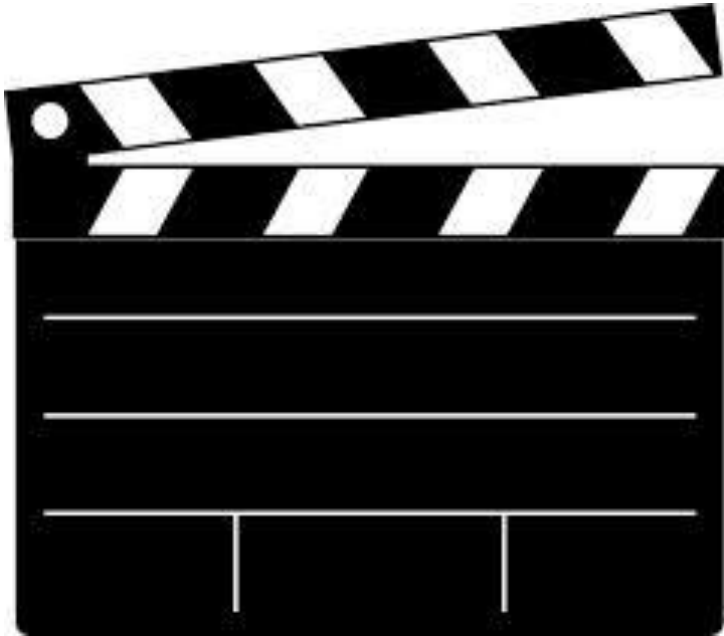
- Use cooperative learning
- Provide specific feedback on strengths and achievements
- Emphasize actions and behaviors that led to success
- Develop systems for recording progress

# How can we help students learn to plan?

- Explicitly teach goal setting
- Involve students in planning
- Ask students to identify strategies they can use to accomplish a task



# How can we help students learn to act?



- Incorporate contextualize written and oral communication skills
- Help students communicate their strengths and needs in relevant situations
- Encourage students to ask questions

# How can we help students experience outcomes and learn?

- Step back and let students act on their own (even when they might make a mistake)
- Encourage reflection and processing



# How can we develop environments that promotes self-determination?



- Provide choices
- Encourage reflection
- Encourage goal setting and progress monitoring
- Practice cultural sensitivity
- Honor student knowledge and experience

# Wrap-up

## **Guiding Questions:**

1. What does it mean for a student to be self-determined?
2. What can service providers and parents do to promote student self-determination?

# Sources

Beach Center on Disability -

[http://www.beachcenter.org/education\\_and\\_training/self-determination/default.aspx?JScript=1](http://www.beachcenter.org/education_and_training/self-determination/default.aspx?JScript=1)

Field, S. (2005, September). *Self-Determination: What Is It? Why Is It Beneficial? How Is It Best Taught?* [www.cenmi.org/focus/downloads/sept05/GATA05-04.pdf](http://www.cenmi.org/focus/downloads/sept05/GATA05-04.pdf)

Field, S., & Hoffman, A. (1994). Development of a model for self-determination. *Career Development For Exceptional Individuals*, 17, 159-169.

Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. A (1998). *Practical Guide to Teaching Self-Determination*. Reston, VA: Council for Exceptional Children.

National Center on Learning Disabilities (n.d.). *Self-Determination*. [www.nclld.org/content/view/423/423](http://www.nclld.org/content/view/423/423)

Pacer Center - <http://www.pacer.org/tatra/resources/self.asp>

Pennsylvania Youth Leadership Network

<http://pyln.pbworks.com/w/page/8027770/FrontPage>

Youtube - <http://www.youtube.com/watch?v=prkEtUzPNZA>

Virginia Self-Determination Project - <http://www.imdetermined.org/>

The Zarrow Center for Learning and Enrichment -

<http://www.ou.edu/zarrow/sdetermination.html>

# Self-Determination Assessments

## AIR Self-Determination Assessment

The AIR Self-Determination Scale

OFFICIAL FORM

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

**HOW TO USE THIS FORM**

Read the instructions carefully and fill in the information that is requested. You will find a space to fill in the name of the person who is being assessed on the left of each question.

**Who is being assessed?** This can be a person or a group. The person who fills out the form should be someone who knows the person or group well.

**Goal** This is the goal or the purpose of the assessment. The person who fills out the form should be someone who knows the person or group well. The goal should be specific and measurable. For example, "The person will be able to make decisions about their own life." The goal should be something that the person or group can do on their own.

**How** This is the way the assessment will be done. The person who fills out the form should be someone who knows the person or group well. The way should be something that the person or group can do on their own.

The AIR Self-Determination Scale is available for free from the OU Zarrow Center for Learning Enrichment. For more information, please contact the Zarrow Center for Learning Enrichment at 405.924.2222 or visit our website at [www.zarrowcenter.org](http://www.zarrowcenter.org).

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## ARC Self Determination Scale

The Arc's Self-Determination Scale

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1. The person who is being assessed should be someone who knows the person or group well. The person who fills out the form should be someone who knows the person or group well.

2. The goal should be specific and measurable. For example, "The person will be able to make decisions about their own life." The goal should be something that the person or group can do on their own.

3. The way should be something that the person or group can do on their own.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

The Arc of the United States is a national organization that provides information and support to people with disabilities. For more information, please contact The Arc of the United States at 405.924.2222 or visit our website at [www.thearc.org](http://www.thearc.org).

The Arc of the United States

Available for free from the OU Zarrow Center for Learning Enrichment