Self-Determination: The Heart of Transition Planning

Presented by Lindsey Anderson
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?
“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.”

Field, Martin, Miller, Ward, & Wehmeyer, 1998, p.2
Self-Determination and Disability

Apparent Disabilities

Hidden Disabilities
Guiding Question 1

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

Know Yourself

Plan

Learn to Value Yourself

Experience Outcomes And Learn

Environment

Act

(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?

Adapted from www.nclld.org/content/view/423/423
Value Yourself

Know Yourself

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?

Adapted from www.ncld.org/content/view/423/423
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?

Adapted from www.ncld.org/content/view/423/423
Know Yourself

Value Yourself

Act

Plan
Sometimes Self-Determination takes DETERMINATION!
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

1. Know Yourself
2. Value Yourself
3. Plan
4. Act
5. 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

Know Yourself

Value Yourself

Plan

Act

Experience Outcomes and Learn
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.ncld.org/content/view/423/423
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 and 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 -


National Center on Learning Disabilities (n.d.). *Self-Determination*. 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

ARC Self Determination Scale

Available for free from the OU Zarrow Center for Learning Enrichment