

How You Can Help:

The more people helping to develop self-determination skills, the better the skill is developed. Here are some opportunities you can do at home to promote self-determination:

- Provide choices: Which event to attend on the weekend?
- Problem-solve: discuss what to do when there is chores but friend want to play.
- Promote independence: assign chores they do independently.
- Self-evaluation: discuss the positives and negatives of their actions/choices.
- Self-advocacy: have them plan an activity for the family this weekend.

Just a little bit more:

When students get ready to transition to adult life, they need to take a more active role in their own life. The more they decide with support, the more successful they will be. Starting with gradual steps into self-determined actions and reflections the safer they will be when faced with challenging decisions later.

Contact for additional information:

...

References:

- Cantley, P., Little, K., & Martin, J.E. (2010). *ME! Lessons for Teaching Self-Awareness and Self-Advocacy*. Retrieved from <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html>.
- Cobb,, B.; Lehmann, J.; Newmann-Gonchar, R.; & Alwell, M. (2009). Self-determination for students with disabilities: A narrative metasynthesis. *Career Development for Exceptional Individuals*, 32,108-114.
- Khemka, I.; Hickson, L.; Reynolds, G. (2005). Evaluation of a decision-making curriculum designed to empower women with mental retardation to resist abuse. *American Journal on Mental Retardation*, 110, 193-204.
- Martinis, J.G. (2015). "The right to make choices": How vocational rehabilitation can help young adults with disabilities increase self-determination and avoid guardianship.
- Moore, R. & Friedmann, M. (2017). The role of informed choice in advancing competitive integrated employment. *Journal of Vocational Rehabilitation*, 46, 245-264.
- Shogren, K.A.; Wehmeyer, M.L.; Burke, K.M.; Palmer, S.B. (2017). *The Self-Determination Learning Model of Instruction: Teacher's Guide*. Lawrence, KS: Kansas University Center on Developmental Disabilities.
- Shogren, K.A.; Wehmeyer, M.L.; Palmer, S.B.; Forber-Pratt, A.J., Little, T.D.; & Lopez S.(2015). Causal agency theory: Reconceptualizing a functional model of self-determination. *Education and Training in Autism and Developmental Disabilities*, 50, 251-263.
- Shogren, K.A.; Wehmeyer, M.L.; Palmer, S.B.; Rifenburg, G.G.; & Little, T.D. (2015). Relationships between self-determination and postschool outcomes for youth with disabilities. *Journal of Special Education*, 48, 256-267.
- Test, D.W.; Mazzotti, V.L.; Mustain, A.L.; Fowler, C.H.; Korterling, L.; Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32, 160-181.
- Wehmeyer, M.L.; Palmer, S.; Shogren, K.A.; Williams-Diehm, K.; Soukup, J.H. (2013). Establishing a causal relationship between intervention to promote self-determination and enhanced student self-determination. *Journal of Special Education*, 46, 195-210.

Choose One:

- 1) Work with animals
- 2) Stay at home with mom
- 3) Work with kids

I want to work with kids.

Making informed choices, promoting outcomes, and increasing safety

SELF-DETERMINATION

A life-long skill that starts in school and continues into adulthood

1/2019



Self-Determination is:

Every choice we make, each day (little and big), is a time when you are exercising self-determination. It is choosing to do a task or to not to. This could be seen in a clear yes to an activity, or by avoiding the task until the time has passed to accomplish is.

Some choices are risky. These require us to think through the choice or afterwards reflect on how we can better choose next time the choice comes up.

Knowing your strengths and weaknesses empowers you to make better choices. Some people are not good at taxes, they choose to pay for someone to do taxes for them—this is a self-determined action. If one decides to do their own taxes and it doesn't work out well—next year they will pay someone to do the taxes for them, this too is a self-determined behavior.

Asking and using help is also referred to as Supported Decision Making. This allows people with and without disabilities to live independently and successfully. They make their own self-determined choices and access supports to thrive.

How we are Creating Success Stories

Colleton County School District uses the following practices that works to improve self-determination skills for our students. These tools along with braiding skill usage in the classroom/ community instruction and Individualized Education Plans (IEP) over their schooling career promotes self-determination.

ME! Curriculum

This curriculum walks students through various activities that increase their self-awareness and self-advocacy skills. Students will learn about the IEP, their rights, strengths, and needed supports.

Self-Determined Learning

Model of Instruction

Using this model, students will move from acting without thinking to thinking through their choices. It walks them through making a goal, setting themselves up for success, and reflecting on how they did including revising or creating new goals.

How Self-Determination Increases Outcomes

Higher skill in self-determination leads to better post-school options in employment and activity in the community. This in turn increases the use of Supported Decision Making as individuals with disabilities participate with support in making choices for living, working, and engaging in their community (reducing the need for guardianship). Finally, research has found the higher the level of self-determination skill the less vulnerable individuals with disabilities are to abuse.

Dignity of Risk

Allowing individuals with disabilities to make informed choices is essential, but it comes with risks at times. This provides life experiences that enhance decision making in the future and should be provided .

Pieces of Self-determination:

- informed/conscious choice
- Action done to achieve a goal
- Self-belief that they can do it

Additional Resources

1. SC Supported Decision Making Project:

<http://scsupporteddecisionmaking.org/>

2. Alternatives to Guardianship:

<https://www.sccourts.org/selfhelp/FAQsAlternativesToGuardianshipSC.pdf>

