

# SELF-DETERMINATION



5/6/2021



# In this unit you will:

- Understand the concept of self-determination
- Identify some of the skills that make up self-determination
- Describe how self-determination can help you to reach your goals

# Self-Determination: It's My Life



- Understanding myself
- Creating goals for my life
- Understanding my IEP
- Participating in my IEP meeting

# What is Self-Determination?

- Knowing & believing in yourself
- Knowing what you want for your future and making plans to achieve it.
- Knowing the supports that you need to be successful

Dr. Wehmeyer says self-determination is:



“just another word for a life filled with rising expectations, dignity, respect, and opportunities.”

# There are many different skills that make up self-determination:

- Internal Locus of Control
- Self-Efficacy
- Self-Awareness and Self-Knowledge
- Choice- and Decision-Making
- Problem-Solving
- Goal-Setting and Attainment
- Self-Regulation
- Self-Advocacy

# I. SELF-AWARENESS

- Self Awareness means understanding myself as:
  - A learner
  - A worker
  - A person

# This Lesson's Agenda

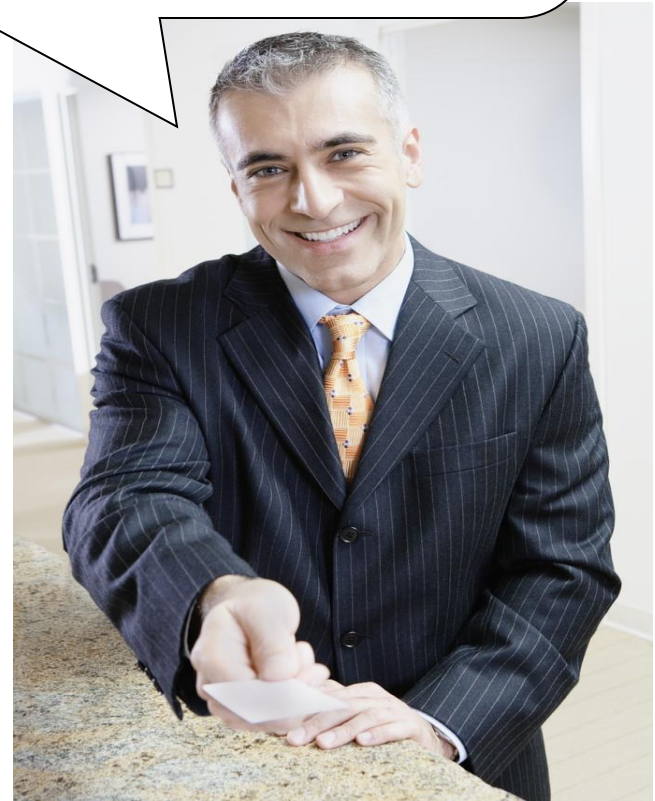
- Identify three great qualities about yourself
- Identify a skill you are really good at
- Identify strategies (tricks) and supports that help you to learn



I look great!  
I feel great!  
I am great!  
Nothing can stop me now!



I look great!  
I feel great!  
I am great!  
Nothing can stop me now!



# THINK POSITIVE!

You can improve your self-esteem!

**Help yourself**

by developing your talents  
and abilities

**Encourage yourself**

whenever you need to

**Take pride**

in your individuality!



**Praise yourself**

When you deserve it

**Trust**

your own judgment

**Love yourself**

# Three Great Qualities About Me

- What am I good at?
- What are my strengths?
- What skills do I have?
- What compliments do I get?
- What makes me proud of myself?
- What makes others (my family, teachers, friends) proud of me?

# Handout: Three great qualities about me

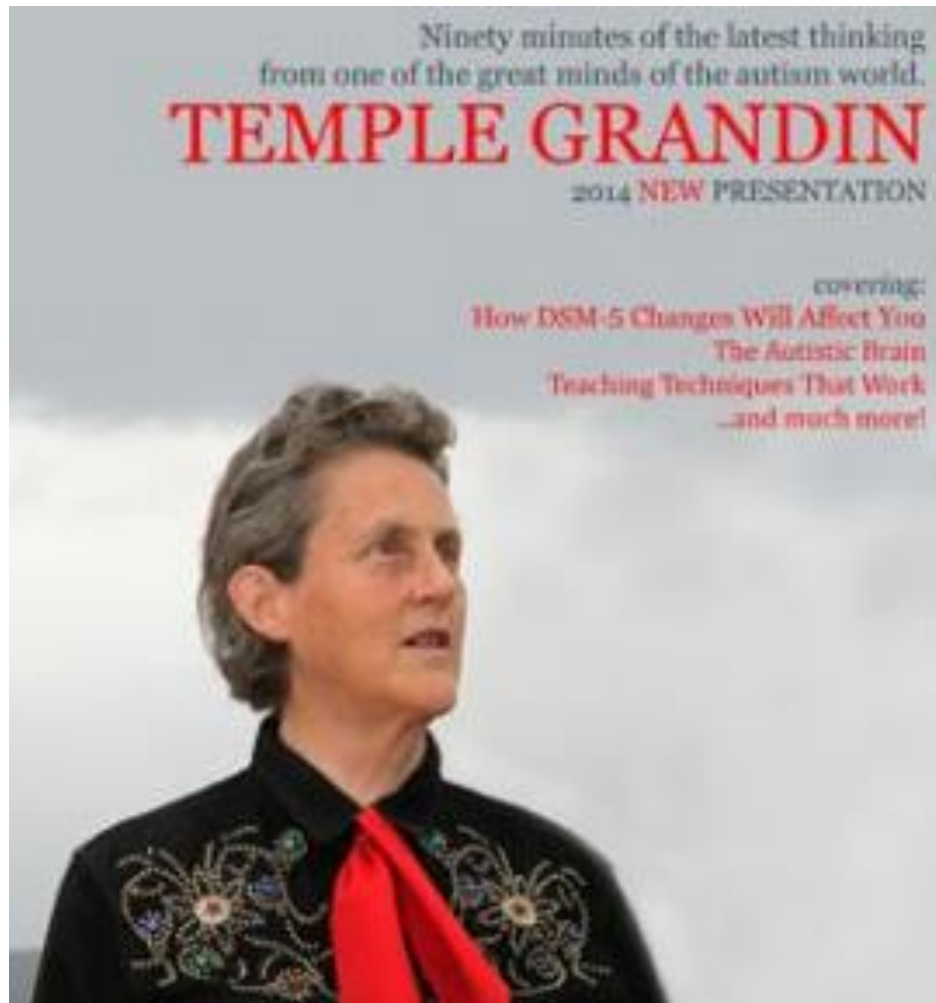
Name\_\_\_\_\_ Date: \_\_\_\_\_

- What am I good at?
- What are my strengths?
- What skills do I have?
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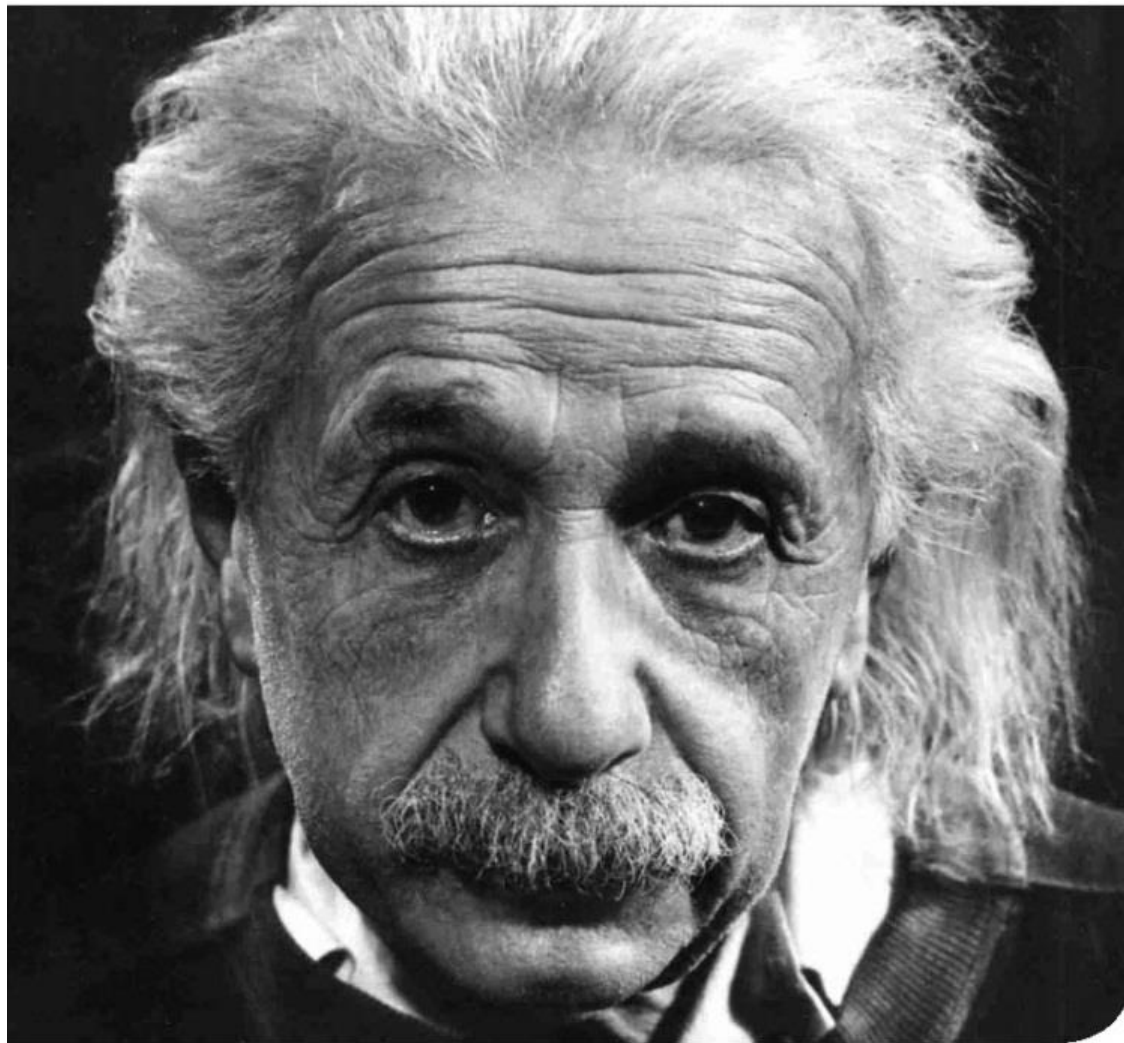
# I Get By With a Little Help From My Friends (and coworkers and family, and...)

- Everyone has challenges!
- Part of understanding ourselves is knowing what things are hard for us and the kind of help that we need.
- When we grow in these skills and get help when we need it, we can move closer toward our goals!





**Temple Grandin** - Colorado State University calls her "the most accomplished and well-known adult with autism in the world." Dr. Grandin talks about her difficulty understanding social skills and needing extra time to process information.



**Albert Einstein** - Einstein had difficulty with social interactions, was very intelligent but had difficulty learning in school. He had dyslexia/ADD/Autism





**Tom Cruise-** American actor and filmmaker with dyslexia. Golden Globe award winner. Starred in Risky Business; A Few Good Men; Top Gun; Mission Impossible, etc.



# What things are harder for me?

- What is my disability called?
- What things do I get help with in school, like being organized, writing, social skills?
- What do I get help with at home?
- What accommodations help me to learn?

# Handout: What things are harder for me?

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

- What is my disability called?
- What things do I get help with in school, like being organized, writing, social skills?
- What do I get help with at home?
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# My TPF: Strengths and Skills

## DISABILITY RELATED NEEDS

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

My skills are:

Some things that are harder for me are:

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

Page 1 of 2

Date: \_\_\_\_\_

# II. Goal Setting and Attainment

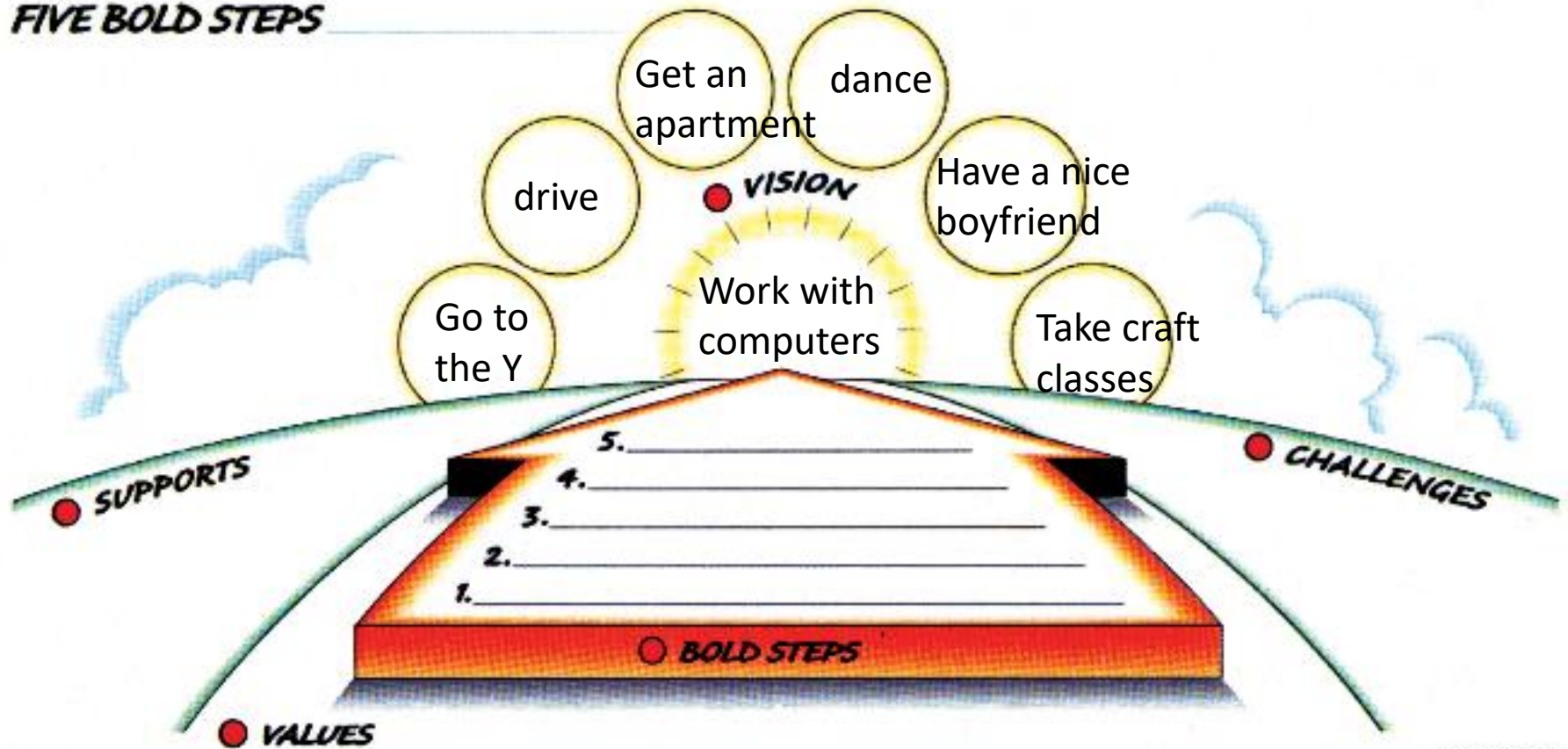
# In this unit, you will:

- Be encouraged to dream about your future
- Provide examples of your dreams or vision
- Create a plan to support that vision



# My Vision for My Future

**FIVE BOLD STEPS**



copyright THE GROVE

First, think about what you want for your future.

# My Vision for My Future

- What kind of a job do I want (short-term)?
- What kind of career do I want (long-term)?
- Do I want to take classes (one-time workshops or college coursework)?
- What kind of living arrangement do I want (stay at home for awhile, rent an apartment, college dorm)?
- Who do I want to live with?
- What community memberships would I like (library, gym, theater, volunteer job)?

# My TPF: My Vision for My Future

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## POST-SECONDARY VISION

Write the student's **POST-SECONDARY VISION** in the box below. In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/ training, | employment, and adult living. This section should correspond with the vision statement on IEP 1.

After high school, I plan on working:

After high school, I plan on living:

I would like to learn about:

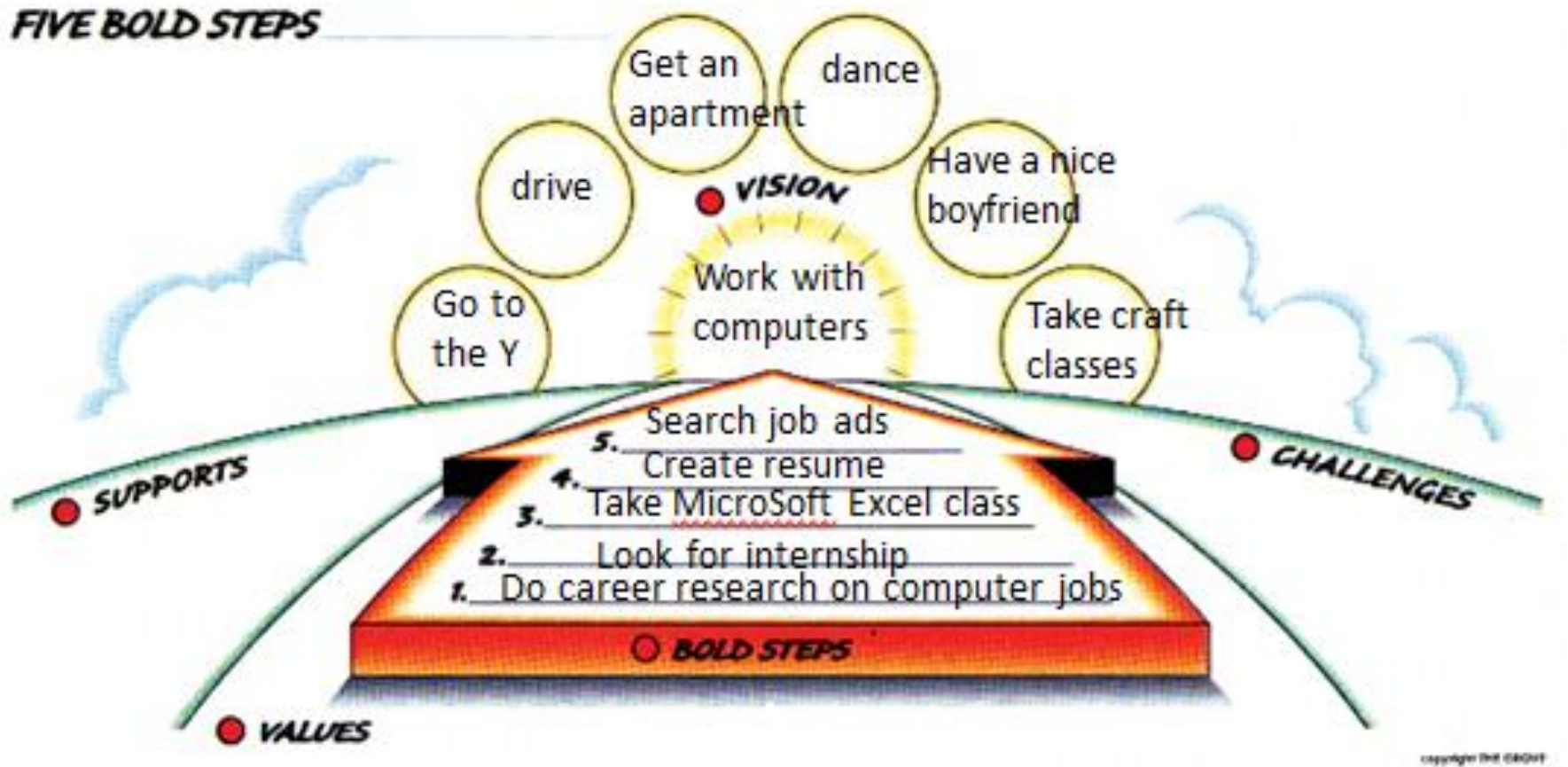
After high school, I will have fun by:

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

Date: \_\_\_\_\_



# My Vision for My Future



Now that you have a vision of your future,  
let's set some goals to help you get there!

# My Action Steps

Instruction:

- 1) What I need to learn now to help me move toward my future is:
- 2) A KP class I could take to help me is:

Employment:

- 1) To reach my work goal, I first need to:
- 2) Then I need to:

Community/Adult Living:

- 1) One skill I need to learn to be more independent is:
- 2) I can get involved with an agency or job or community membership, like:

# My TPF: My Action Plan

## These are the steps to reach my vision

- Instruction: Is there a course of study or specific courses needed that will help the student reach his/her post-secondary vision?
  - 1.
  - 2.
- Employment: Are there employment opportunities and/or specific skills that will help the student reach his/her post-secondary vision?
  - 1.
  - 2.
- Community Experiences/ Post School Adult Living: Are there certain types of community and/or adult living experiences that will help the student reach his/her post-secondary vision?.
  - 1.
  - 2.

5/6/2021 Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# III. Understanding my IEP

It's all about me!



5/6/2021

(Teachers do Pre IEP Understanding Inventory)

# Welcome to your IEP!

**In this class you will learn:**

**What an IEP is**

**What is in your IEP**

**Why you need to be part of your IEP team**

# What is an IEP?

IEP stands for Individualized Education Program (IEP).

The IEP is a written document that describes the educational plan for a student with a disability.

The IEP talks about your disability, what skills you need to learn, what you'll do in school this year, what services your school will provide, and where your learning will take place.



# Why do students with disabilities need an IEP?

It's the law!!

There is a law called the Individuals with Disabilities Education Act (IDEA) that requires each student with disabilities who receives special education services to have an IEP.

The IEP helps the school meet your learning needs. It also helps you plan educational goals for yourself.

That's why it's called an IEP....because it is an ***individualized*** education program.



# What is the purpose of an IEP?

The purpose of the IEP is to make sure everyone knows what your educational program will be for the year.

The people who need to know your plan are:

You

Your parents

Your teachers

Your teaching assistants



# Where is the IEP developed?

The IEP is developed during an IEP meeting.

You and the people involved in your education meet, discuss and develop your IEP goals for the next year.



# The IEP meeting

The law requires that your IEP is reviewed at least once a year and changes are made, if necessary.

There could be more than one IEP meeting if needed.

The meeting will last about 1 hour.

It is your education that everyone will be discussing in the meeting.  
Your opinions are an important part of the discussion!



# Optional Activity: Review, “I’m Determined: Understanding and Preparing for MY IEP

# What Should I Do if I Want to Help Develop My IEP?

**There are five basic steps:**

1. Talk to your parents and teachers.
2. Review last year's IEP with your parents.
3. Think about your strengths and needs in school.
4. Write your goals for this school year.
5. Practice what you would like to say at the meeting.



# Accommodations

**Accommodations are things the school or your teacher can do to make it easier to learn.**

They are adapting or adjusting what you are learning or how a teacher is teaching.



# Accommodations

**Here are some common accommodations that schools make for students:**

## Note-taking Accommodations

- Providing teacher or teacher assistant notes
- Use of a computer

## Test Taking Accommodations

- Extended time to take tests
- Small group testing
- The test is read to you

## Additional Accommodations

- Seating in front of the classroom

# Ask Yourself.....

- *What classes, jobs or tasks do you do?* Make a list.
- *Which is your best class, job or task?*
- *What can you do well in this class or job?* These are your **strengths**.  
(Examples: read, write, listen, work in groups, work alone, complete homework...)



# Ask Yourself.....

- *What class or job is hardest for you?*
- *What is the hardest part of this class or job for you?*

These are the areas you need to work on during the school year.

(Examples: Paying attention, reading the book, listening, staying in your seat, remembering new information, doing homework, working in groups...)

- *What accommodations would help you to better with this class or job?*



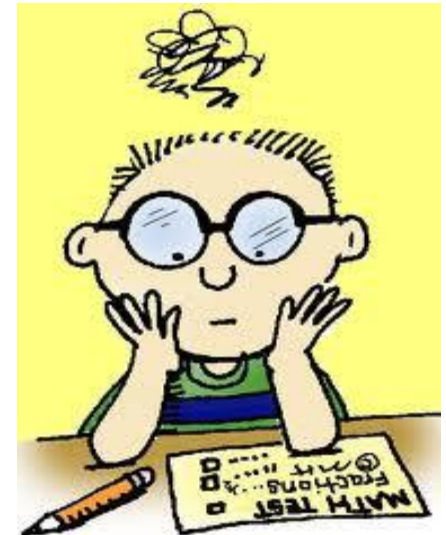


# Ask Yourself.....

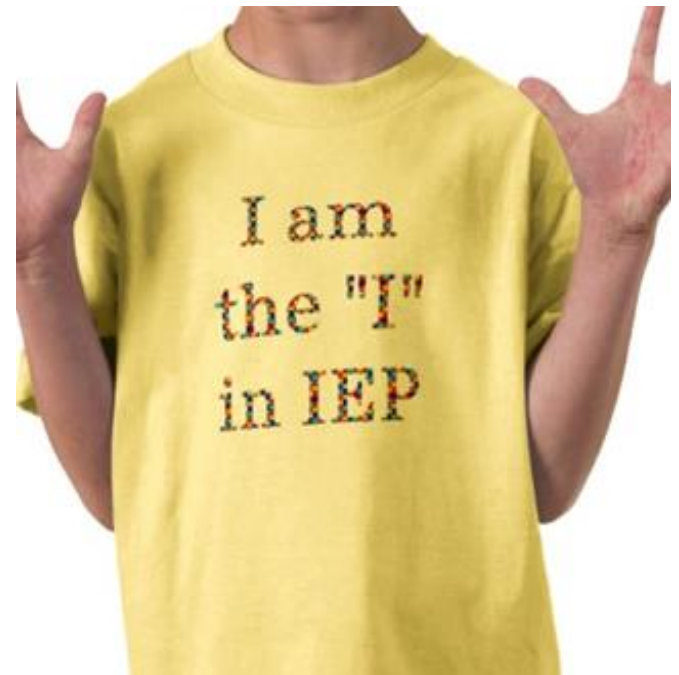
- *What do you need to work on in your other classes or tasks that you need to learn?*

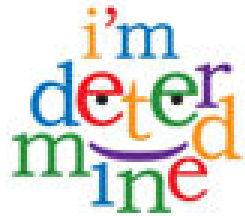
Make a list for each class about what is difficult for you in each one. Be specific- for example in math class, you might find “fractions” or “word problems” or some other math skill very difficult.

- *What accommodations would help you to improve?*



# IV. Participating in my IEP Meeting





# What are Student-Led IEPs?

- Introduce meeting participants
- Present important information
- Prepare/present select pieces
- Lead entire meeting

Let's look at the  
I'm Determined  
brochure so you can  
begin to think about  
how you will participate  
in your meeting.

# Pre-IEP Confidence Indicator

Before we learn about and practice participating in your IEP meetings, let's see how confident you feel about it.

Handout: Pre-IEP Confidence Indicator

# Student Meeting Notes

- Handout: Student Meeting Notes
- Now we can review each section of this handout and you can write down what you know so far about yourself and your IEP meeting.

# At the meeting, you can:

- *Talk about your strengths and needs*
- *Describe your learning style (how you learn best and what gets in the way of your learning)*
- **Tell team members the accommodations you need and why you need them**
- **List your educational goals and objectives**
- **Talk about your transition plan for the future**



- It's also a good idea to practice what you want to say.



- Practice with your parents, a classmate, or a teacher.
- Parents need to know what your goals are before the meeting so they can support your decisions.



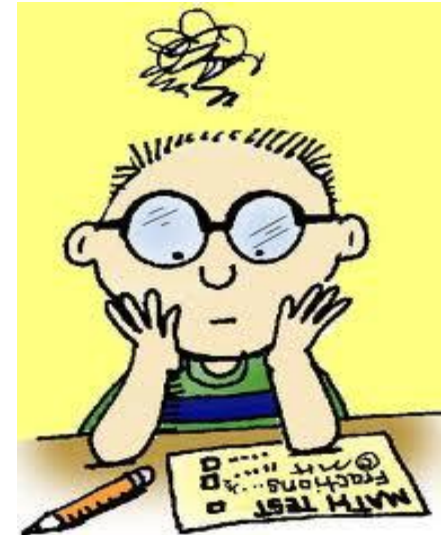


# Post-IEP Confidence Indicator

- Now that we have learned about and practiced participating in your IEP meetings, let's see how confident you feel about it.
  - Handout: Post-IEP Confidence Indicator

# What Happens After High School?

- Your IEP ends when you graduate high school
- *What can you do well in this class?* These are your **strengths**.  
(Examples: read, write, listen, work in groups, work alone, complete homework...)



# Handout: Post-IEP Understanding Inventory

Now you can see for yourself how much you understand about the IEP process

i'm  
deter  
mine



I'm Determined!

I've got my IEP meeting scheduled in my planner!

I am ready to participate in my IEP meeting!

5/6/2021