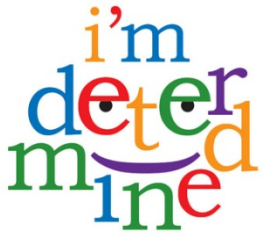


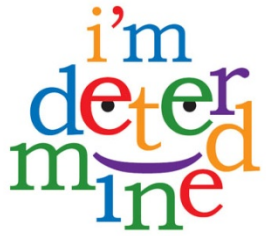
What is Self-Determination?

How can I help my child be
self-determined?

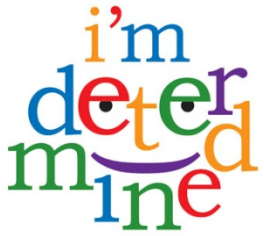


Pre- and Post questions for participants

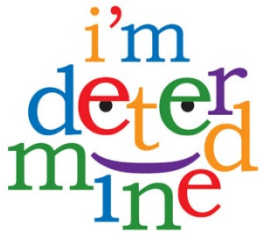
1. Self-determination is
 - a) a program my child can enroll in.
 - b) a type of accommodation for my child.
 - c) too complicated for my child to understand.
 - d) a process whereby my child learns to take greater control of his/her life.



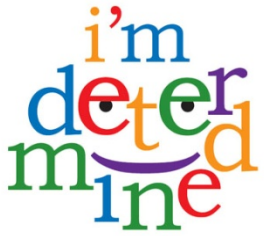
2. True or False: Many students participate meaningfully in their IEP meetings.



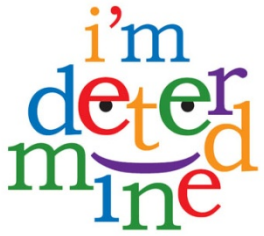
-
3. When my child graduates high school,
 - a) he or she will carry their IEP to college or to the workplace for continued services.
 - b) he or she will have to attend college or another educational/training setting in order to receive IEP services.
 - c) he or she will no longer receive IEP services.
 - d) he or she must live at home to receive IEP services.



-
4. When I talk to my child about his or her disability, I should:
- a) focus on the disability and talk about the many barriers they face; it's a very realistic approach.
 - b) overlook or excuse behaviors or poor performance; it's not their fault.
 - c) refrain from encouraging or complimenting my child; it only leads to frustrations.
 - d) have high expectations and praise his/her talents and strengths; modeling good self-esteem will help my child.



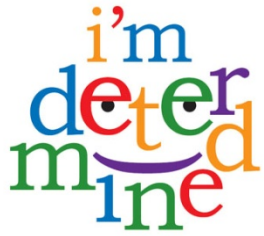
5. True or False: Accommodations are things that help my child in the classroom, so the teacher should independently make the decisions about needed accommodations.



Self-Determination...

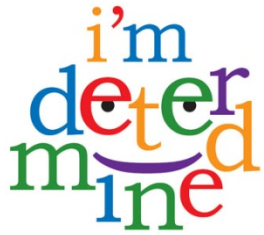
refers to both the right and the capacity of individuals to exert control over and direct their lives.

(Wehmeyer, 2004)



To your child, self-determination means...

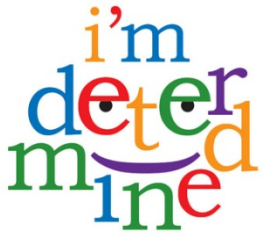
-
- Knowing and believing in herself
 - Knowing what she wants her future to look like and how to plan for that future
 - Knowing the supports she will need to have control of her life



Did you know...

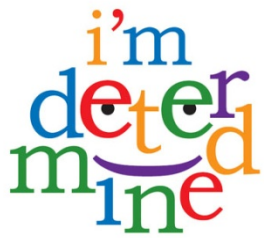
- Students who incorporated self-determination goals into their IEP's and transition plans were more likely to earn higher incomes one year after graduation.
- Incorporating choice-making opportunities into behavior support plans improves behavior outcomes.
- Instruction in problem-solving skills can lead to improved employment outcomes

(Wehmeyer, 2004; Shogren, Faggella-Luby, Bae & Wehmeyer, 2004; O' Reilly, Lancioni & O' Kane, 2000)



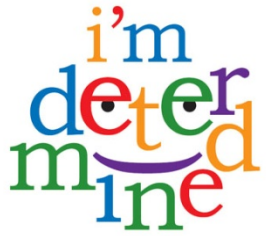
What can YOU do to encourage self-determined behavior in your child?

- Encourage your child to make choices about everyday activities.
- Encourage your child to set priorities.
- Help your child identify their interests, preferences and strengths.
- Educate yourself and your child about rights.



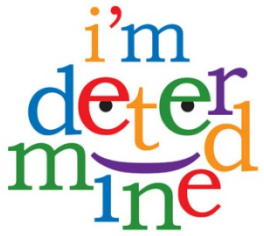
What can YOU do to encourage self-determined behavior in your child?

- Talk to your child about the process of goal setting including barriers that might be encountered.
- Help your child understand the concept of accommodations and how they can help or hinder educational and career goals.
- Talk to your child about their disability. Get teacher(s) involved to the extent you feel warranted.



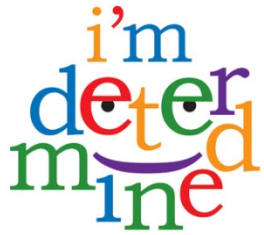
How do I talk to my child about his disability?





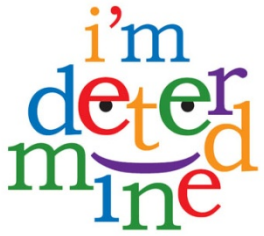
Suggestions for Talking to Your Child

-
- Focus on the child and not the disability:
 - love and cherish your child and his unique characteristics.
 - recognize that your child is more like his/her peers than different.
 - use person-first language and language the student will understand.



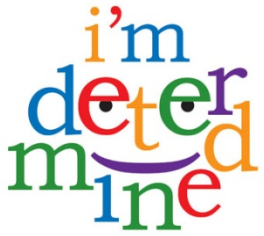
Suggestions for Talking to Your Child

-
- Be knowledgeable about your child's strengths, talents, gifts, interests and learning differences.
 - Begin discussion by talking about the strengths, gifts interests and learning differences of everyone in the family.



Suggestions for Talking to Your Child

-
- Educate don't excuse:
 - Discuss role models.
 - Stress coping and learning strategies.
 - Know that the expectations that you have for your children greatly influence their achievements for themselves.
 - Children with disabilities are often unmotivated due to feelings of failure, frustration and false labels (crazy, lazy, dumb).

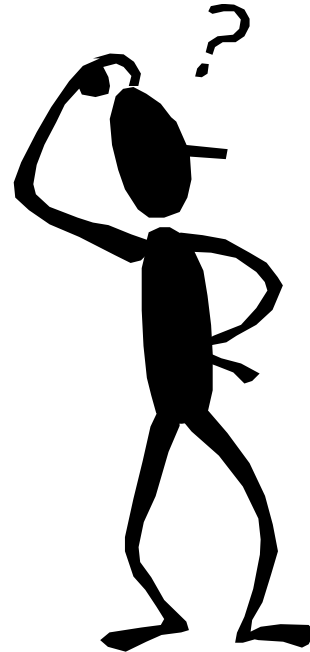


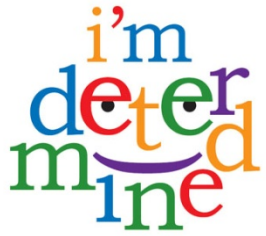
Suggestions for Talking to Your Child

-
- Provide feedback for your child
 - Praise progress and effort as well as results.
 - Give honest and specific compliments.
 - Provide corrective criticism when warranted.
 - Know that by talking to your child you are modeling skills they will need to be self-determined.

What should I know about my child's Individual Education Program (IEP)?

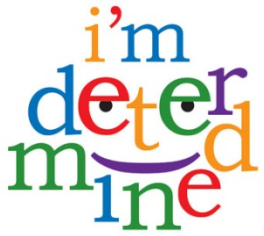
i'm
deter
mine





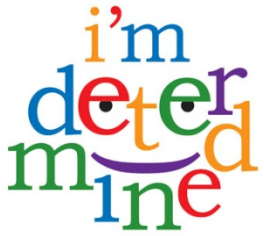
The IEP:

-
- Is a document that states the services your child will receive and where s/he will receive them;
 - Is developed by a committee that includes you, your child, his/her teachers, school administrators and other professional service providers;
 - Is an important tool that guides/measures your child's progress from year to year.



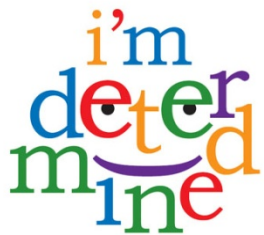
Some important parts of the IEP...

-
- Present Level of Performance that includes parent input
 - Meaningful, measurable annual goals
 - Results of evaluations and assessments
 - Needed accommodations and/or modifications
 - Services that will be provided



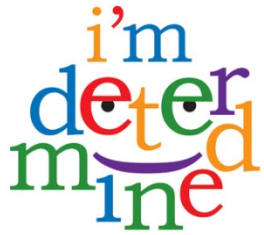
Your child's involvement in the IEP

-
- Builds self-advocacy skills and self-esteem
 - Gives your child some control over their education
 - Builds important social and conversational skills;
 - Teaches the processes of decision-making, goal setting and achievement



Practicing self-determination skills through IEP participation

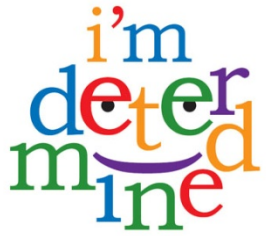




What do we know about IEP meetings?

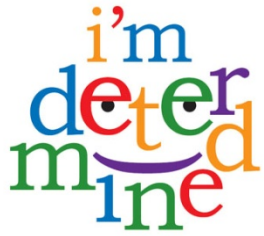
- Many students do not attend
- Those who do, do not participate in a meaningful way
- Many students do not know:
 - their goals
 - their accommodations
 - their rights
- Many students do not understand their disability; many do not know they have a disability.

Source: I'm Determined, Virginia's Self-determination Project



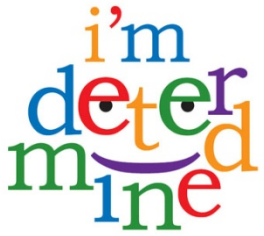
Some ways your child can participate in their IEP meeting

- Create invitations
- Write thank-you notes to attendees
- Introduce family members
- Photocopy materials for the meeting
- Create PowerPoint presentations



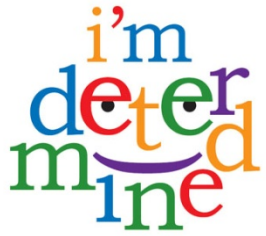
Some ways your child can participate in their IEP meeting

-
- Provide work samples
 - Create an “It’s All About Me” notebook or folder
 - Make a list of their strengths and weaknesses
 - Help write the PLoP
 - Present their transition plan
 - Pass out the IEP-at-a-Glance to their teachers and explain their classroom needs

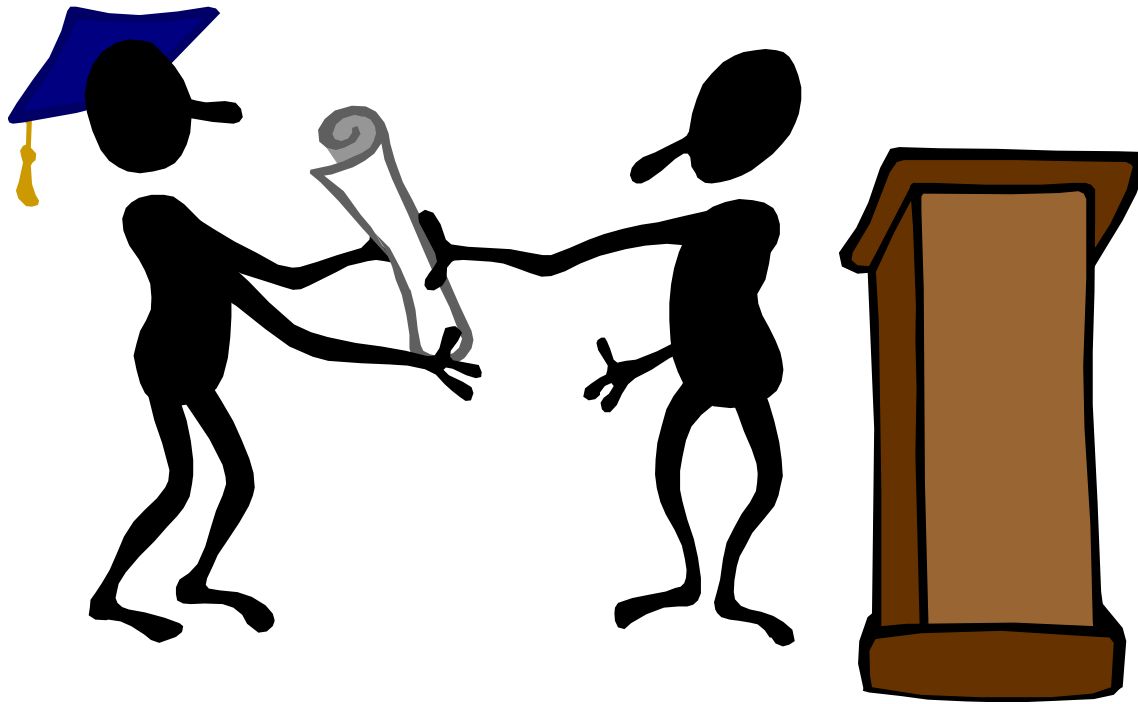


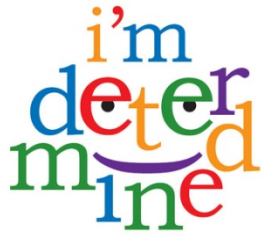
When your child feels some control...

-
- When students take charge of their learning, the responsibility shifts from teacher/parent to student.
 - When students participate in IEP goal setting, they have a vested interest in achieving those goals.
 - Inappropriate behaviors may decrease as students feel empowered to chart their own course.



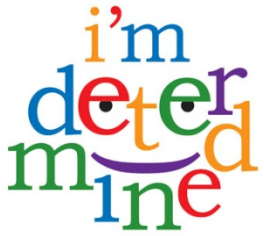
Remember...there are NO
IEPs after high school





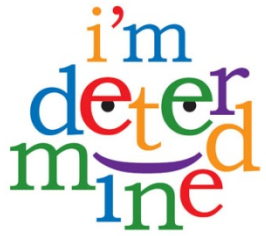
Entitlement vs. Eligibility

-
- The services and supports your child receives in school will end when she leaves high school.
 - Services and supports in the community require an *eligibility* determination.
 - There are lengthy waiting lists for many services. Plan early!



Your child will need self-determination skills...

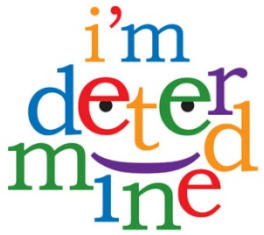
-
- To advocate for their rights and needs.
 - To be able to explain to others what they need to be successful on the job, in college or training environments, and when living independently.



Now you know!

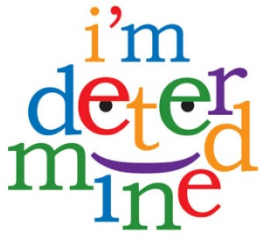
Thanks for learning how self-determination skills will help your child throughout their life!





Resources

-
- www.studentledieps.org
 - www.nichcy.org/stuguid.asp#1 (a student guide to the IEP)
 - www.cec.sped.org (resources for student-led IEP' s)
 - www.ncset.org/publications.mfmp.asp
 - (“My Future My Plan” is a transition planning resource for students and families)



References

Agran, M. (2006). Self-determination: Achieving a say-do correspondence. *Tash Connections, May/June, 12-42.*

Lee, S.H., Palmer, S., Turnbull, A., & Wehmeyer, M. (2006). A model for parent-teacher collaboration to promote self-determination in young children with disabilities. *Teaching Exceptional Children, 38 (3), 36-41.*

Wehmeyer, M. (2004). Self-determination and the empowerment of people with disabilities. *American Rehabilitation, Autumn, 22-29.*

Wehmeyer, M. (2007). *Self-determination: Instructional and Assessment Strategies.* 9-11. Corwin Press.

Wood, W., Karvonen, M., Test, D. W., Browder, D., & Algozzine, B. (2004). Promoting student self-determination skills in IEP planning. *Teaching Exceptional Children, 36 (3), 8-16.*