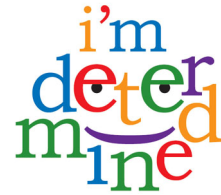


Organizing Topic: IEP Involvement

Title: Introduction to Self-Determination

Target Level: High School



Sample Related Standards of Learning:

Oral Language

7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations.

- a) Use oral vocabulary and style appropriate for listeners.
- b) Communicate ideas and information orally in an organized and succinct manner.
- c) Ask probing questions to seek elaboration and clarification of ideas.
- d) Make supportive statements to communicate agreement with or acceptance of others' ideas.
- e) Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

Civic Education

- CE.12 The student will demonstrate knowledge of career opportunities by
- a) identifying talents, interests, and aspirations that influence career choice;
 - b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
 - c) identifying skills and education that careers require;
 - d) examining the impact of technological change on career opportunities.

Objectives:

- 1. Students will be able to define self-determination
- 2. Students will explain the benefits of self-determination as related to life, work and school
- 3. Students will recognize and communicate their abilities

Prerequisite Understandings/Knowledge/Skills:

- Overall individual perception of disability and the impact it has on the student's life

Materials Needed:

- Chart paper
- Markers
- Graphic organizers A and B (Attached)
- Worksheets: We All Have Challenges; My Abilities (Attached)

Timeframe: 90 minutes

Lesson Procedure:

1. Teacher introduces the concept of self-determination. The teacher begins by asking the student:
“What does it mean to be determined?”
The teacher may use other words, or explain that making a determination is making a decision. Next, ask students:
“If you go to a self-serve restaurant, who will get your food to you?” “If a person is self employed, who do they work for?”
Stress to students the fact that the word “self” refers to the individual. When we talk about self-determination, we are talking about ways that you (individuals) can make decisions for yourself. Explain to students that being self-determined means that you know about yourself, your goals and the supports you will need to reach your goals. Next, teacher distributes Graphic Organizer A, “Self-Determination Means...” As teacher supplies the components, students complete the organizer.
2. The teacher then explains that knowing yourself involves knowing about your strengths and challenges. Next, discuss the fact that some people, young and old, are good readers while others are challenged in reading. Some love to work math problems, and it is easy for them. Others don’t like math and have trouble adding, subtracting, multiplying and dividing numbers. Some people like playing a musical instrument, while others struggle with this. Help students to understand that part of what makes each person unique and different is the way they learn. Emphasize the fact that not all people learn the same way or can learn at the same pace or are able to learn the same information. Learning differently, however, does not mean that you are dumb. It does mean you need to find a learning strategy that works for you. Distribute worksheet handout, “We All Have Challenges.” Generate a discussion about the major categories of disabilities (learning disabilities, emotional disabilities and intellectual disabilities). Work with the class to fill out the worksheet; develop simple descriptions of each disability and discuss some ways that each disability might impact someone’s life.
3. Generate a discussion about each component of self-determination. Hand out Graphic Organizer B, “The Benefits of Self-Determination”. Have

students think about the benefits of being self-determined. Use their responses to fill in the boxes, or use the completed example to give them responses to place within the boxes.

4. Generate a discussion stressing the importance of the many gifts we all have even though we may have areas of challenge. Review Graphic Organizer A ("Self-Determination Means") to remind students they need to know their abilities – the things they are good at doing – as well as their challenges. Distribute the worksheet "My Abilities." Provide ample time for students to independently list their abilities; provide assistance only after they have been able to generate some ideas on their own. Ask for volunteers to share their lists.

Specific Options for Differentiating this Lesson:

- Use icons/pictures to create a collage showing strengths and challenges.

Evaluation:

- Teacher checks for understanding through student participation in discussions about the benefits of self-determination and in student recognition of their individual strengths and challenges

Extending Understanding:

- Have student research famous people with disabilities. Information about famous people with disabilities can be found at the following websites:
 - o www.iidc.indiana.edu/cedir/kidsWeb/fpwdinfo.html
 - o www.familyvillage.wisc.edu/general/famous.html
- Have students create a PowerPoint report on a disability category to share with the class

My Abilities

List at least seven things you do well (Example: I have good computer skills). Be sure to think of areas of your life both in school and out of school.

1.

2.

3.

4.

5.

6.

7.

We All Have Challenges!

Three major categories of disabilities are: learning disabilities; emotional disabilities; and intellectual disabilities.

1. Listen as your teacher provides a description of each disability and then use your own words to fill in a description below.
2. Next, during class discussion, explore some of the impacts each disability has on a person's life, both in school and out. Use your own words to fill in some thoughts about how disabilities impact a person with each of the disabilities.

Learning Disability

Definition:

How a person's life is impacted:

Emotional Disability

Definition:

How a person's life is impacted:

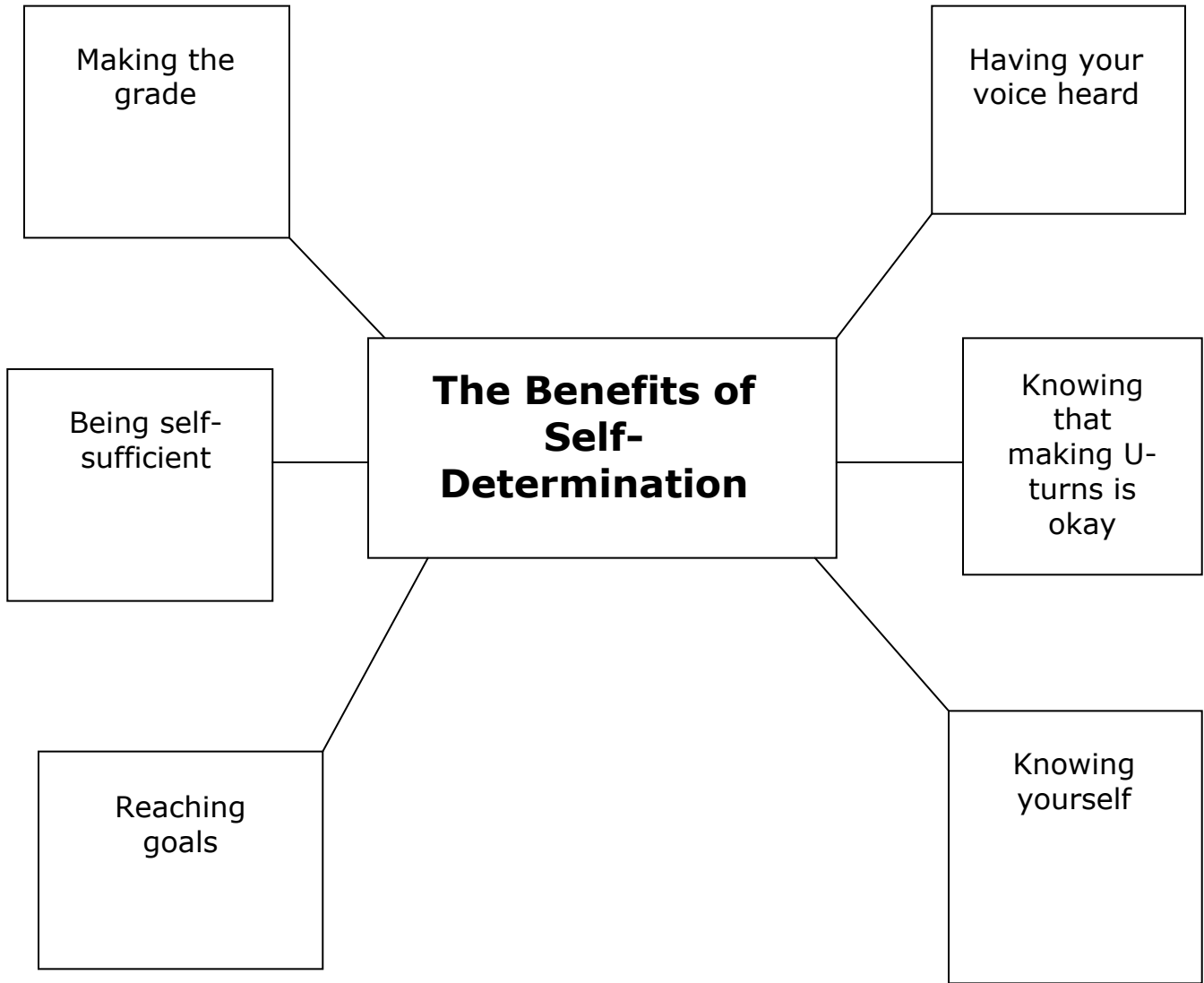
Intellectual Disability

Definition:

How a person's life is impacted:

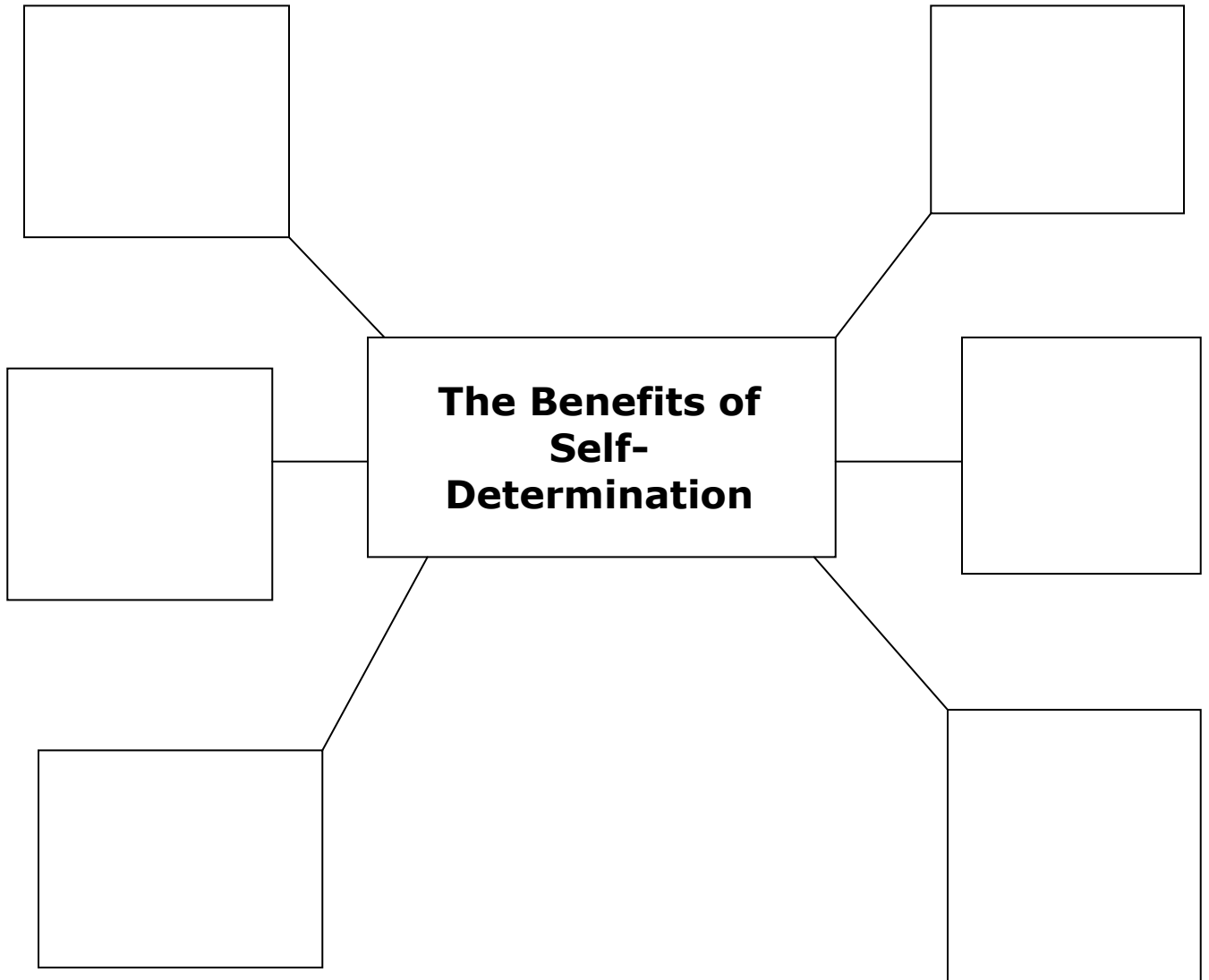
Graphic Organizer B

The Benefits of Self-Determination



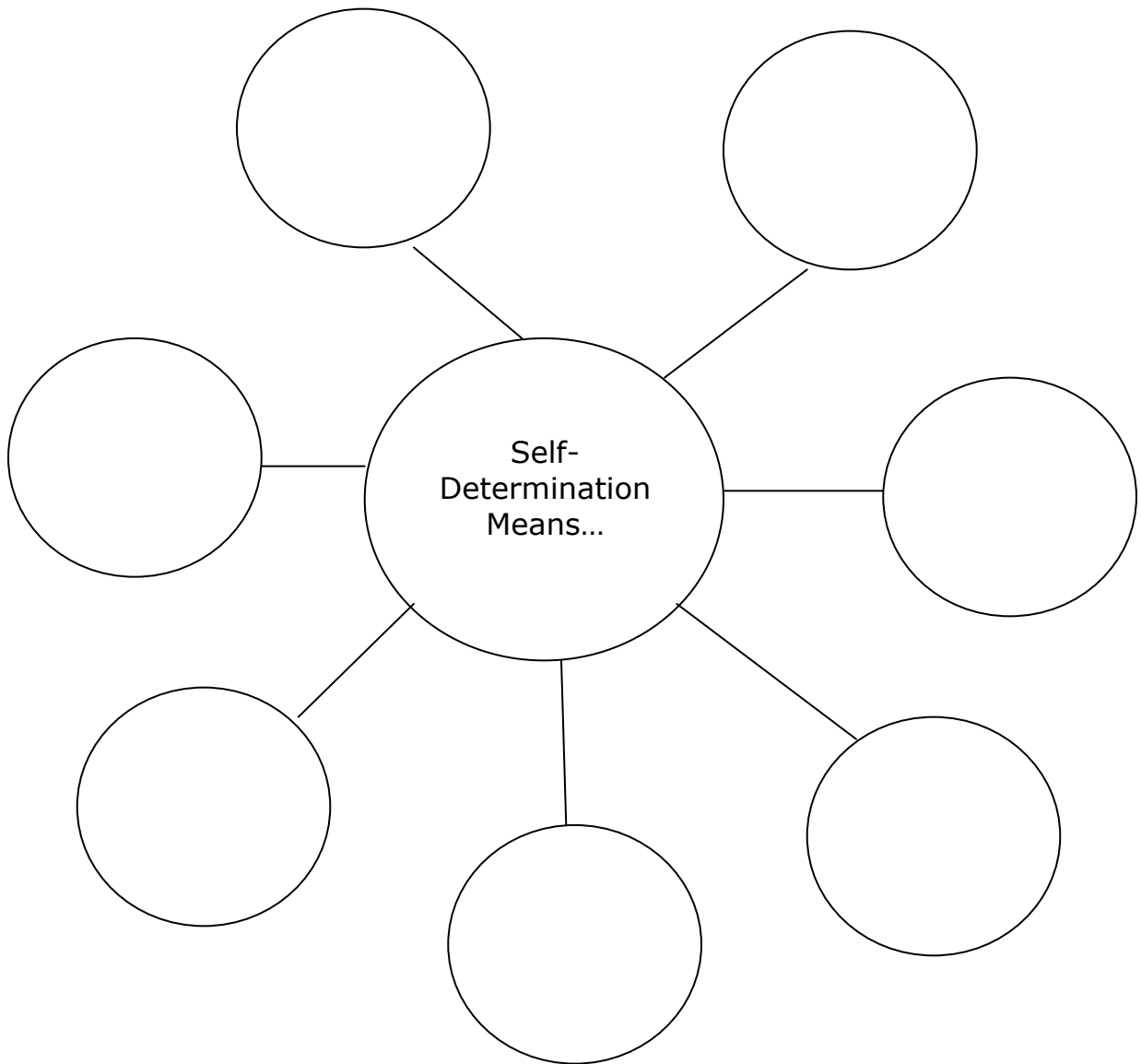
Graphic Organizer B

The Benefits of Self-Determination



Graphic Organizer A

"Self-Determination Means..."



Graphic Organizer A

"Self-Determination Means..."

