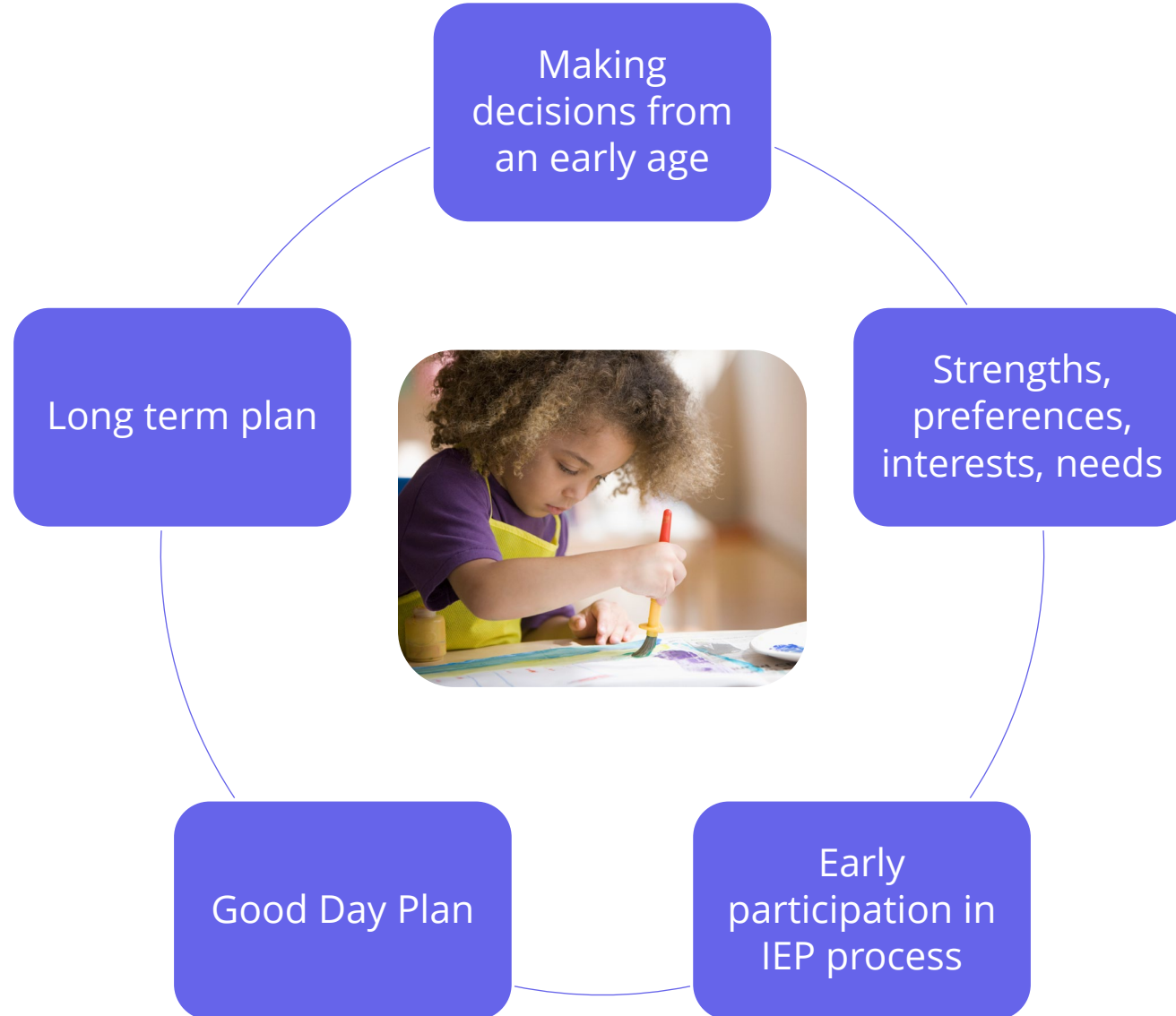


Growing Up With Self-Determination

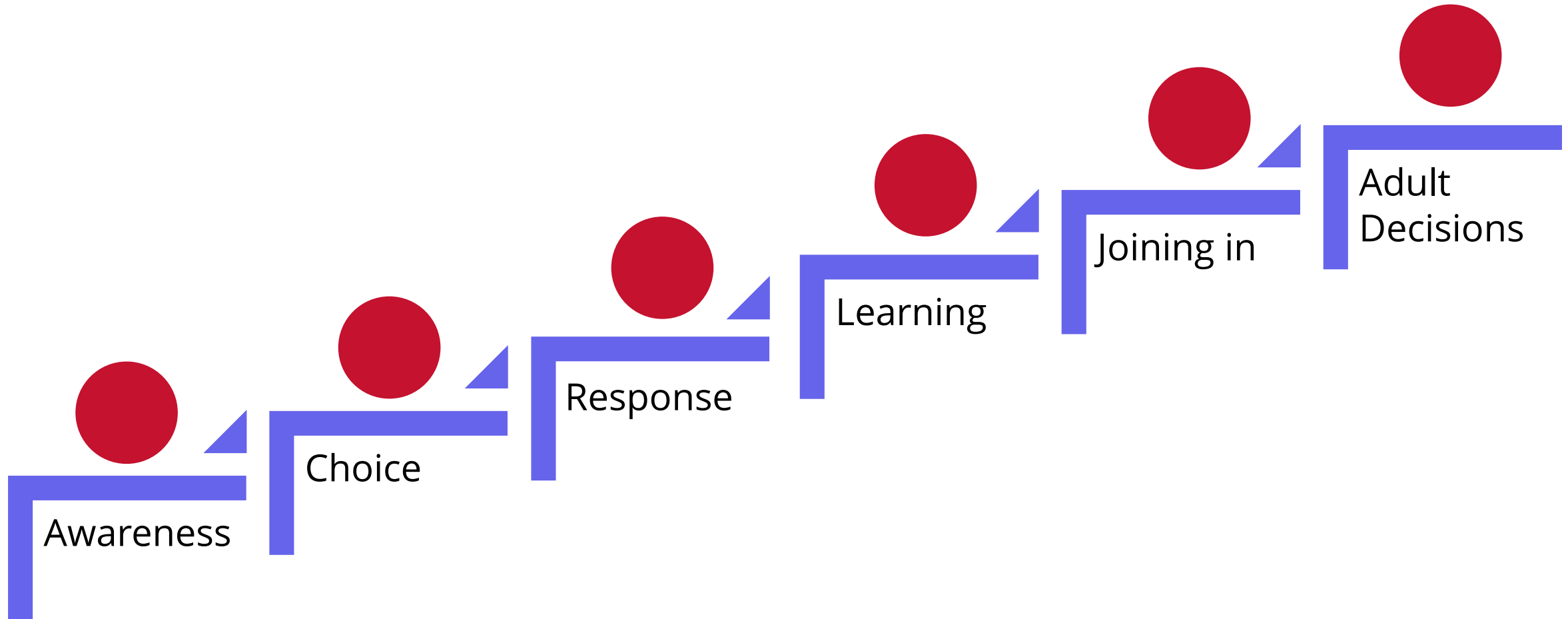
Karen Wang, Transition Specialist



Today's Workshop

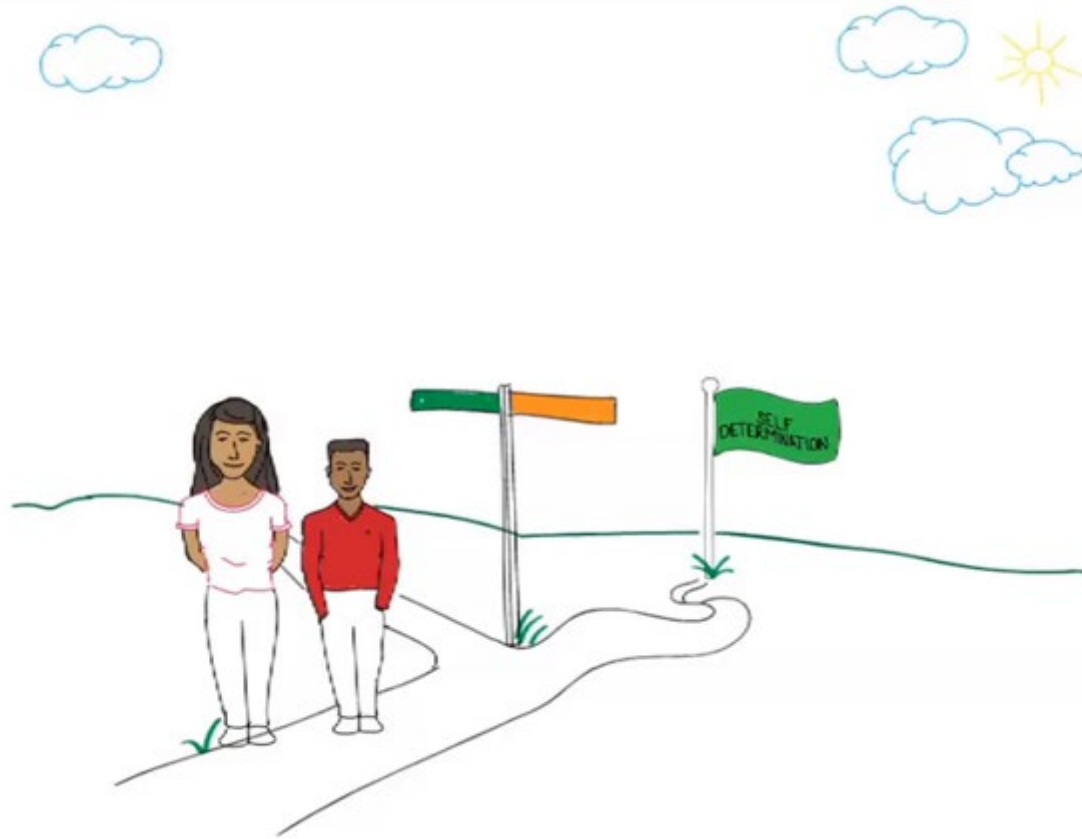


Every person is capable of making decisions.



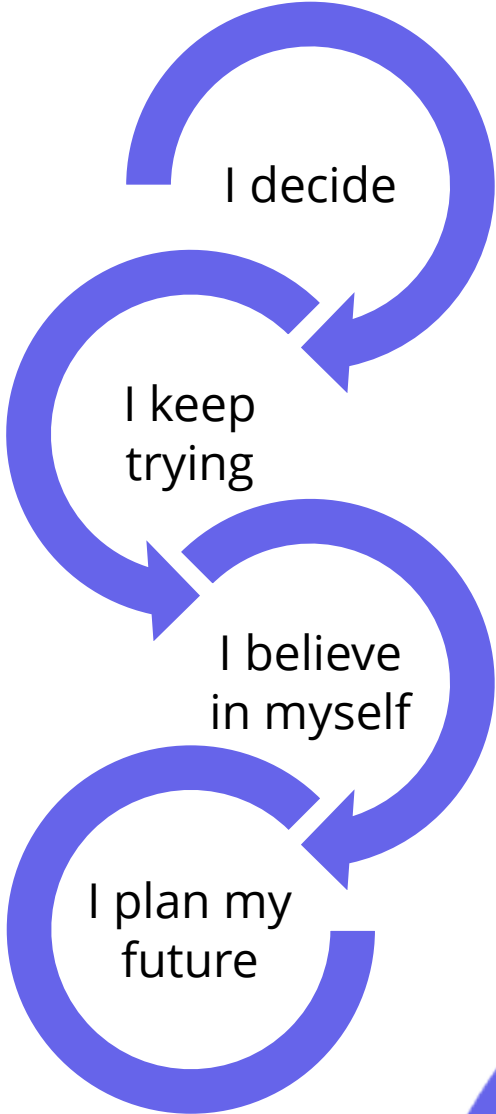
What is Self-Determination?

<https://vimeo.com/256473639>



How do you practice self-determination?

Self-Determination and Dignity of Risk



Keys of Self-Determination



Freedom

I will plan my own life, choose the support I need, and live the way I want to live.



Authority

I will control the money for the support I need, and I will decide how I spend my money.



Support

I will set up the support I need, so that I can be involved in my community.

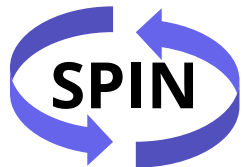


Responsibility

I am a valued member of my community, and I use my money wisely.

How do you practice responsibility?

Every person has strengths, preferences, interests, and needs.

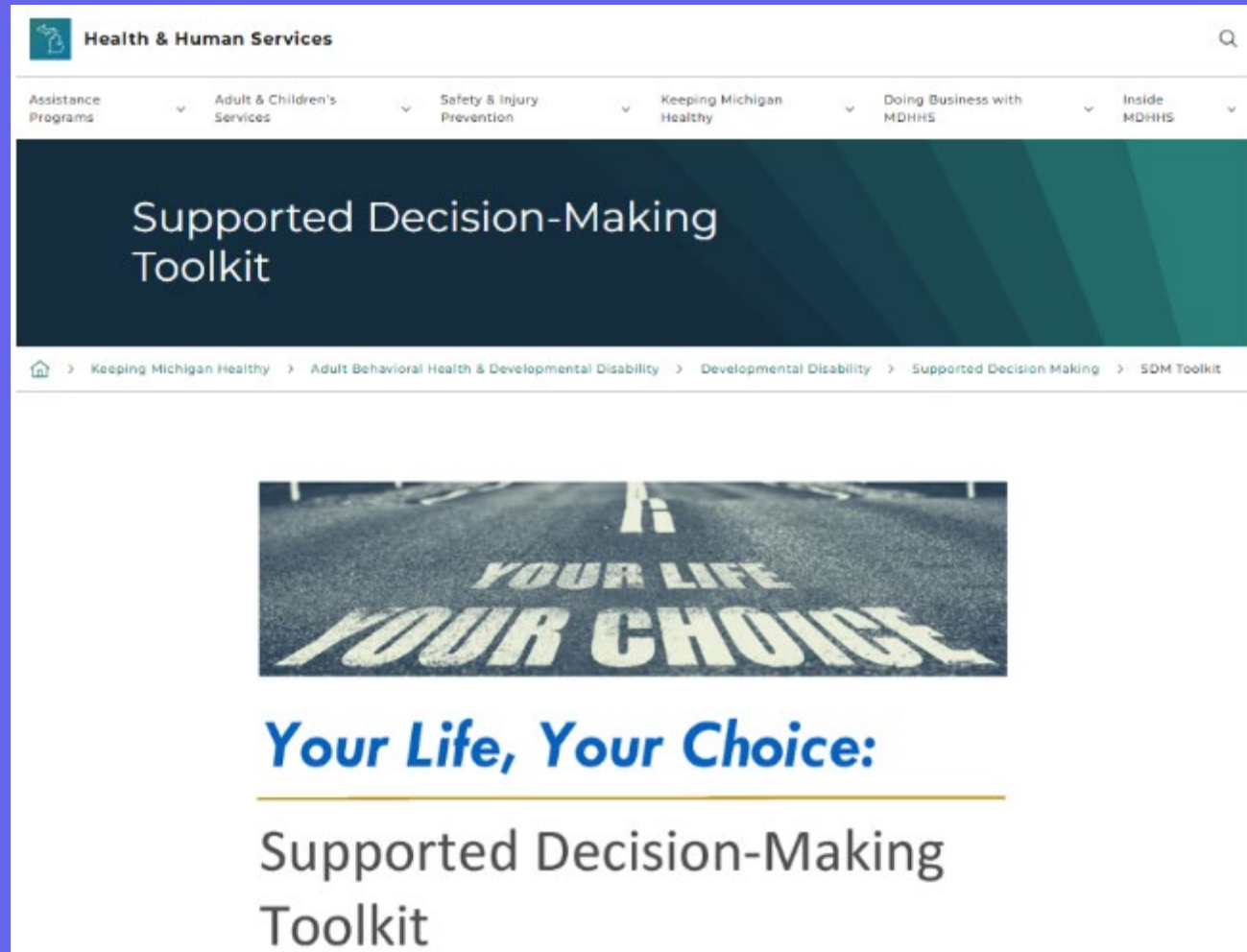


Self-Determination is a decision-making process.



Little decisions become big decisions over time.

Supported Decision- Making Toolkit



The screenshot shows the Michigan Health & Human Services website. The header includes the logo and navigation menu with categories like Assistance Programs, Adult & Children's Services, Safety & Injury Prevention, Keeping Michigan Healthy, Doing Business with MDHHS, and Inside MDHHS. The main content area features a dark green banner with the text "Supported Decision-Making Toolkit". Below this is a breadcrumb trail: Home > Keeping Michigan Healthy > Adult Behavioral Health & Developmental Disability > Developmental Disability > Supported Decision Making > SDM Toolkit. The central image shows a road with the text "YOUR LIFE YOUR CHOICE" painted on it. Below the image, the text reads "Your Life, Your Choice:" followed by "Supported Decision-Making Toolkit".

Website:

www.michigan.gov/mdhhs/keep-mi-healthy/mentalhealth/developmentaldisability/supported-decision-making/sdm-toolkit



Supported Decision-Making Resources by Life Stage

Birth – Age 5

Ages 6 – 10
Elementary
School

Ages 11 – 14
Middle
School

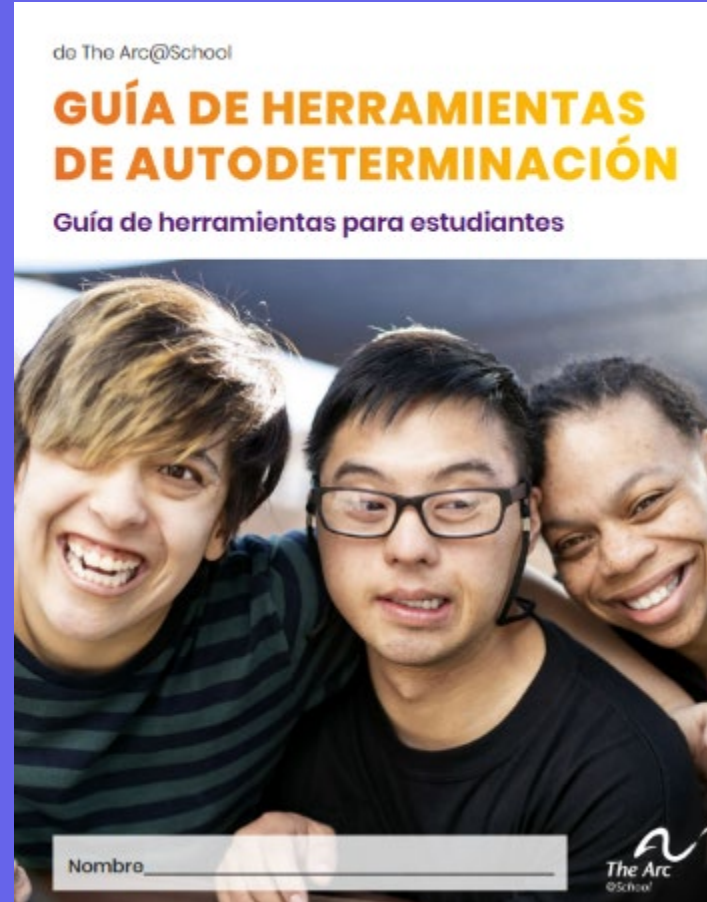
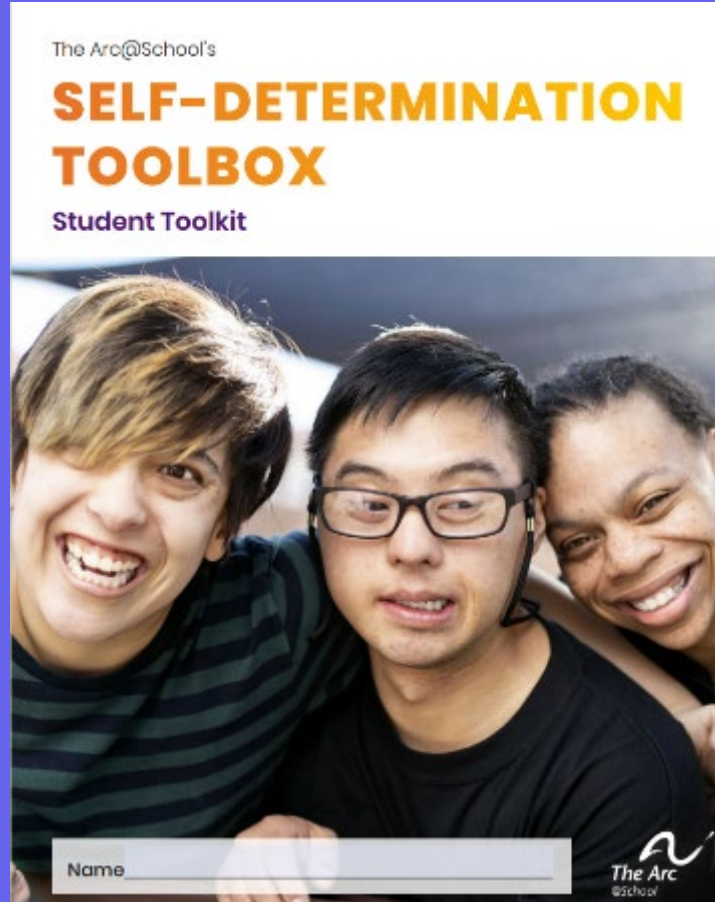
Ages 15 – 18
High School

Ages 19 – 25
Transition
Years

Ages 26 – 61
Adult Life

*This is just a sample.
There are even more sections in the toolkit!*

Toolbox for Students



Toolbox for Parents

The Arc@School's

SELF-DETERMINATION TOOLBOX

Parent Toolkit



Tips to help your child set goals, make decisions, and participate in their Individualized Education Plan (IEP)

The Arc
@School

Guía de Herramientas Autodeterminación

de The Arc@School



Guía de Herramientas para Padres
Consejos para ayudar a su hijo a establecer objetivos, tomar decisiones y participar en su Plan de Educación Individualizado (IEP, por sus siglas en inglés)

The Arc
@School

Sample Pages from the Toolbox for Parents

CORE COMPONENTS	EXAMPLES OF ACTIVITIES
Choice-Making Decision-Making	<p>Allow your child to make basic choices/decisions, such as:</p> <ul style="list-style-type: none"> • What to eat for lunch or a snack • Which of two activities to participate in • Which outfit to wear to school or out to dinner
Problem-Solving	<p>Discuss with your child:</p> <ul style="list-style-type: none"> • How to resolve an argument with a sibling or friend • What to do when there is homework to do, but friends are asking them to hang out • How to deal with unhappiness
Goal-Setting Goal-Attainment	<p>Model these behaviors by:</p> <ul style="list-style-type: none"> • Posting a daily, weekly or monthly "to-dos" schedule and checking them off as they are completed • Listing on a calendar the steps you will follow to reach a goal • Involving them when planning a family or household activity or outing
Independence	<p>Provide your child:</p> <ul style="list-style-type: none"> • Opportunities and time for independent work and socialization • Instruction in how to help around the house and the opportunity to complete chores without help • Time to complete chores independently, even if they make errors
Self-Observation Self-Evaluation Self-Reinforcement	<p>Teach your child to:</p> <ul style="list-style-type: none"> • Ask for help before they get too confused or frustrated • Discuss the positive and negative consequences of their actions • Participate in activities to promote their self-worth
Self-Advocacy Leadership	<p>Assist your child to model these behaviors by:</p> <ul style="list-style-type: none"> • Ordering and paying for their own lunch • Organizing a recreational activity for the family or a small group of friends • Running for a school/community organization office
Self-Awareness Self-Knowledge	<p>Teach your child to:</p> <ul style="list-style-type: none"> • Identify their interests and strengths • When appropriate, explain their disability and how they learn best • Recognize the challenges their disability presents

Page 8 in the Toolbox for Parents

Rating			
3	2	1	I attend my IEP meetings.
3	2	1	At school, my teachers listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like, and what I enjoy doing.
3	2	1	I tell others what I need, what I like, and what I enjoy doing.
3	2	1	I take care of my things (pets, clothes, toys).
3	2	1	I make friends with others.
3	2	1	I make good choices.
3	2	1	I believe that working hard at school will help me do good in school.

Total rating: _____

Date: _____

Page 11 in the Toolbox for Parents

Why should I use these toolboxes?



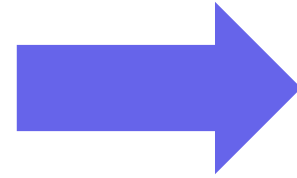
- Develop problem-solving skills
- Accept responsibility for choices
- Expect more
- Set and achieve realistic goals
- Self-advocate
- Able to recognize and resist abuse
- Improve self-esteem
- Improve physical and mental health
- Higher life expectancy
- Higher income

How do I use these toolboxes?



- Focus on the child, not the disability
- Recognize that the child is one of a kind
- Celebrate progress and effort, not just results
- Model self-determination skills
- Identify additional role models
- Discuss strengths, preferences, interests, and needs (SPIN)
- Discuss coping and learning strategies in an age-appropriate way
- Read the Student Toolbox together
- Practice skills together
- Do the activities together

Self-Determination at School



Self-Determination can be part of the Individualized Education Program (IEP).



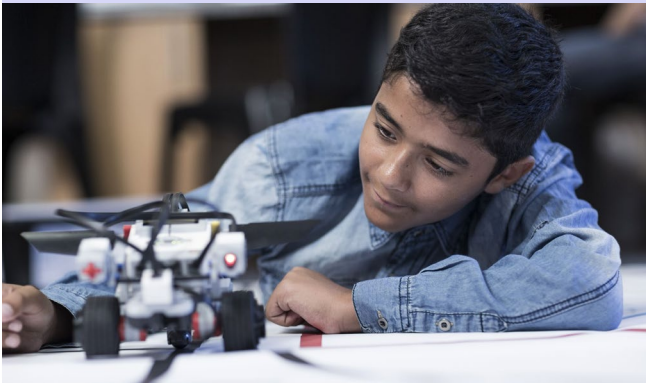
Students can:

- Attend their own IEP meeting
- Provide input to the meeting
- Practice and demonstrate their skills
- Help make educational decisions
- Develop their own goals

Present Level of Academic Achievement and Functional Performance (PLAAFP)

What It Is

- Current snapshot of the student



Skills

- Work samples
- Real-life experiences
- List or collage of current skills

Abilities

- Self-observation
- Self-evaluation
- Self-reinforcement
- Self-advocacy

"Questions to Ask Yourself" Worksheet

QUESTIONS TO ASK YOURSELF

Name Cameron (4th grade) Date _____

What am I good at?

- Pet care
- Following schedule

What is my plan?

Farm day camp

What is my dream?

- Learn to ride a horse

Who accepts me?

- Family
- 4-H friends

Who am I?

- Animal lover
- Nature lover

What is my story?

Everything is about my pets.

Who loves me?

My family (including pets)

What do I need?

- Physical therapy
- Help with academics

Who will help me?

Parents, Aunt, Brother, IEP team, 4-H team



IEP Goals

What It Is

- Skill or behavior the student will learn



Skills

- Organization
- Using a T chart
- Identify alternatives
- Good Day Plan

Abilities

- Asking for help
- Setting own IEP goals and steps
- Teach the tools to use the tools

“Good Day Plan” Worksheet

GOOD DAY PLAN




Name Cameron (age 3)

Date _____

Good Day	Now	Action	Support
<p data-bbox="639 536 894 601">What happens on a Good Day?</p> <ul data-bbox="614 679 919 1186" style="list-style-type: none">• Feed fish• Hold guinea pig during meals• Carry stuffed animal for comfort• Sleep with cat	<p data-bbox="978 536 1233 601">Does it happen now?</p> <p data-bbox="978 722 1233 879">Yes, about 80% of the time</p>	<p data-bbox="1317 536 1572 636">What needs to happen to make it a Good Day?</p> <ul data-bbox="1291 736 1597 1001" style="list-style-type: none">• Follow schedule• Keep animals close	<p data-bbox="1656 536 1911 565">Who can help me?</p> <ul data-bbox="1630 736 1936 943" style="list-style-type: none">• Preschool staff• Parents• Aunt

“Goal Plan” Worksheet

GOAL PLAN

The Arc @School 

Name Cameron (8th grade) Date

My Goal

- Work with animals someday
- Licensed veterinary technician

Next Step to Reach my Goal

Choose high school classes with supports

Outcomes

Academic supports	Credentials	Income
-------------------	-------------	--------

People Who Can Support Me to Reach My Goal

Parents, Aunt, School counselor, IEP team, 4-H leader

Supplementary Aids and Services

What It Is

- Ensure access to general education classes, other education-related settings, and in extracurricular and nonacademic settings

Skills

- Creating SPIN One-Pager
- Creating a visual organizer



Abilities

- Sharing SPIN One-Pager with others
- Using a visual organizer daily

"One Pager" Worksheet

ONE PAGER



Name Cameron (kindergarten)

Date _____

My Strengths

- Remembers feeding schedule for fish
- Gentle with cat

My Interests

- Pet care
- Visiting zoo, aquarium, or petting farm

My Preferences

- Carries small stuffed animal in backpack
- Picture books with animals

My Needs

- Reading intervention
- Speech intervention
- Fine/gross motor skills
- Making friends



Summary



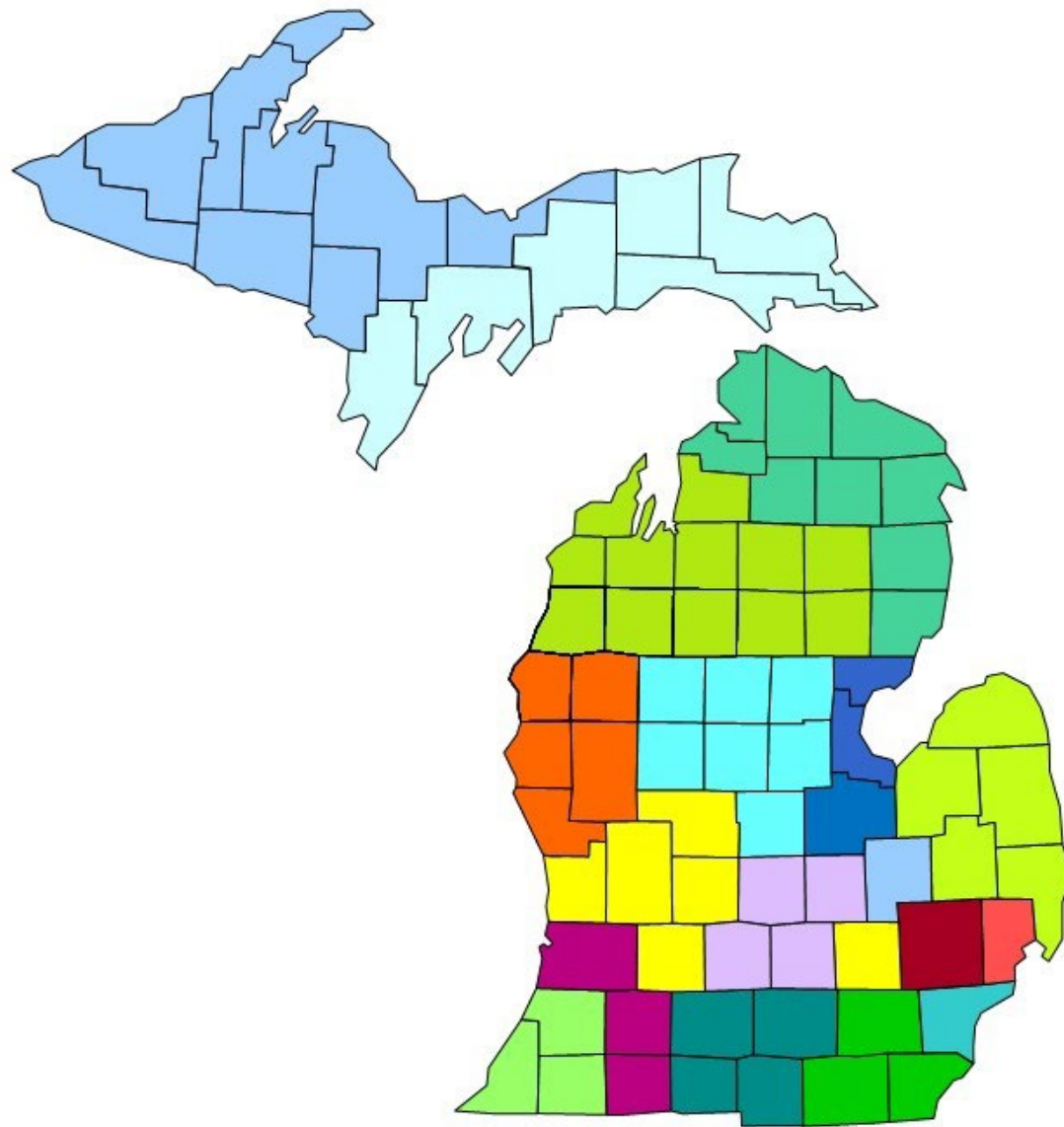
- All people are able to make decisions that are important to them.
- Self-Determination is a decision-making process that can be taught from an early age.
- All people have strengths, preferences, interests, and needs (SPIN).
- The State of Michigan's website has a toolkit for supported decision-making at every stage of life.
- The Arc has self-determination toolboxes for youth with IEPs and their families.
- Youth with IEPs can use worksheets to bring their ideas into the IEP meeting.



800-552-4821 www.michiganallianceforfamilies.org

Connect with your parent mentor: 800-552-4821

Free parent training and
information to improve
educational services and
outcomes for students with
disabilities across Michigan.



We are here to support you!

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Michigan Alliance for Families

In collaboration with



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