

Self-Determination & Supported Decision-Making

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The Basics of Supported Decision-Making: Tools You Can Use

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Michigan Alliance for Families

Outcomes for today

- Learning about the supports you need to get the life you want
- Growing your self-confidence and telling others what you want
- A look at some tools to address decision-making concerns
- A look at some 'real life' examples on how to use the tools to support the life you want
- See how these same tools can be used for planning in your own lives

Disability scoop, 8.26.21



Young adults with disabilities and their parents argue that health care officials, regional centers, and school districts need to foster more awareness about what it's like for youth with disabilities to transition to adulthood. Far too many families don't know what to expect, they said, or how to advocate for the services they need.

Self-determination means making and communicating decisions



- **Advocacy = The act or process of supporting a cause or proposal (Merriam-Webster)**
- **What was the last time you advocated in your life?**

Self-advocacy means.....



- Taking the initiative to speak up in your everyday life to improve your situation, change the story, or help someone else
- What does self-advocacy mean to you?
- We are going to put these on the board

Why is self-advocacy important?



- **Identifies what you want**
- **Helps build inclusiveness**
- **Helps change the community around you**

My experience with guardianship

- My first exposure to thinking about self-determination and that I needed to advocate for myself was when I got diagnosed.
- It made me really start thinking about how I want to make decisions about my life as an adult
- I applied to be a Youth Ambassador because I really enjoy advocating for people with disabilities like me and I want them to get the support they need to make decision throughout their lives.
- I wanted to get involved because I want to make sure people get the information they need, to make decisions



Adult choices to make

- Choose who they want at a PCP
- Not be pressured to invite someone you do not want there
- Telling what you need in terms of supports
- Telling people when you like or, don't like something



How is supported decision-making connected to self-determination?

- When someone is under guardianship, there is another person making decision for them
- This is the opposite of being self-determined
- Supported decision-making is when a person has a circle of supporters who help them make difficult decisions
- It helps to keep the decision-making power in the hands of the person but, they get support when they need it



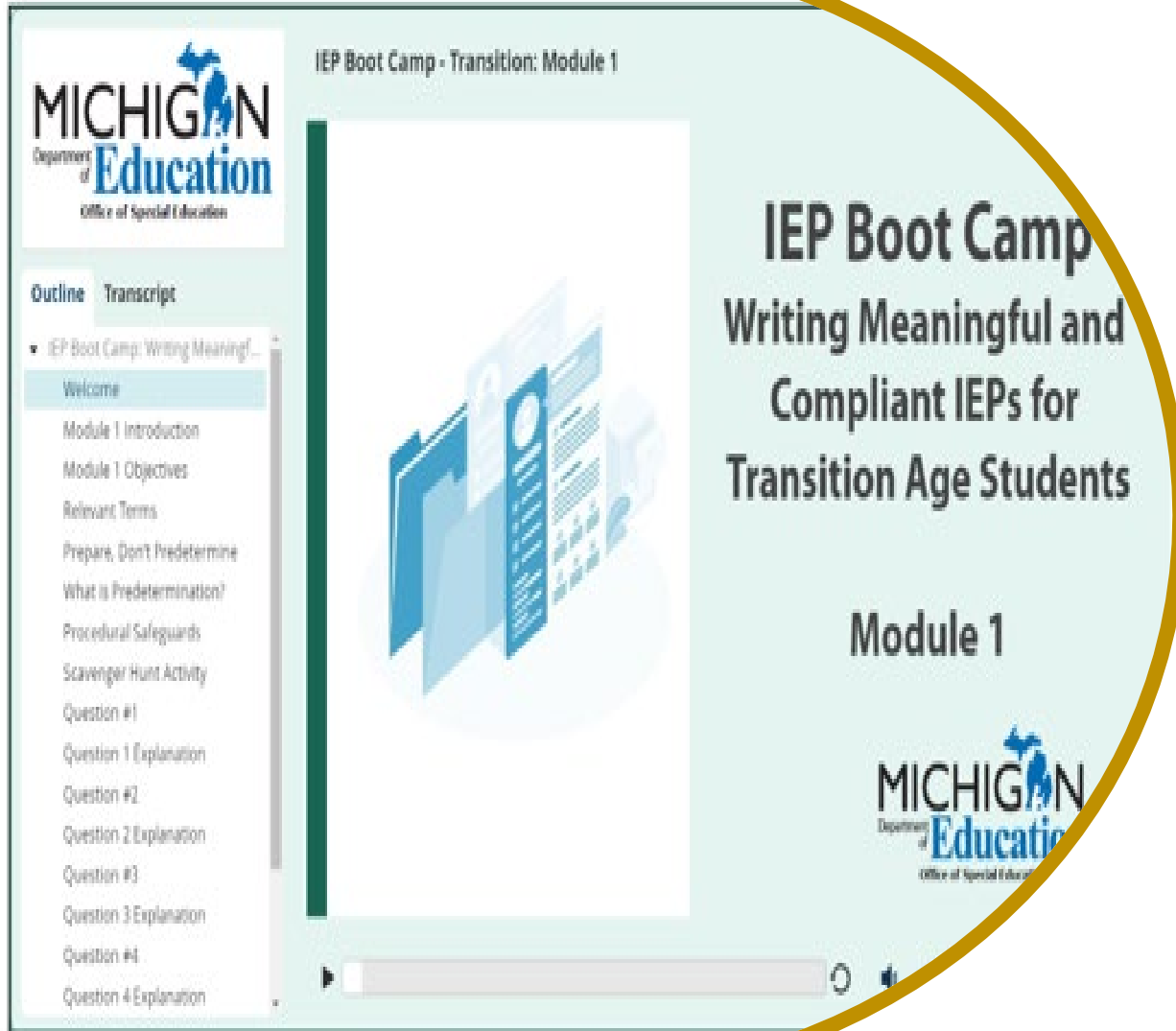
What Does the Law Say About Guardianships...

- Shall be utilized only as necessary to promote and protect the well-being of the individual...
- And shall be designed to encourage the development of maximum self-reliance and autonomy in the individual.

~Mental Health Code-Chapter 6



Office of Special Education Training



The screenshot shows a presentation slide titled "IEP Boot Camp - Transition: Module 1". The slide features the Michigan Department of Education logo in the top left corner. The main content area has a light blue background with the text "IEP Boot Camp Writing Meaningful and Compliant IEPs for Transition Age Students" and "Module 1". A large graphic of a blue folder with a document icon is on the left. A sidebar on the left lists the table of contents, including "Welcome", "Module 1 Introduction", "Module 1 Objectives", "Relevant Terms", "Prepare, Don't Predetermine", "What is Predetermination?", "Procedural Safeguards", "Scavenger Hunt Activity", and four questions with explanations. A progress bar is at the bottom.

MICHIGAN
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IEP Boot Camp - Transition: Module 1

IEP Boot Camp
Writing Meaningful and
Compliant IEPs for
Transition Age Students

Module 1

MICHIGAN
Department of
Education
Office of Special Education

Outline Transcript

- IEP Boot Camp: Writing Meaningful...
- Welcome
- Module 1 Introduction
- Module 1 Objectives
- Relevant Terms
- Prepare, Don't Predetermine
- What is Predetermination?
- Procedural Safeguards
- Scavenger Hunt Activity
- Question #1
- Question 1 Explanation
- Question #2
- Question 2 Explanation
- Question #3
- Question 3 Explanation
- Question #4
- Question 4 Explanation

- The student is presumed to be competent to act on their own behalf
- The district is presumed to have been, and is continuing to, educate the student to live a self-determined life
- School personnel should NOT try to persuade the parents to obtain legal guardianship over the student

What is Supported Decision-Making anyway?

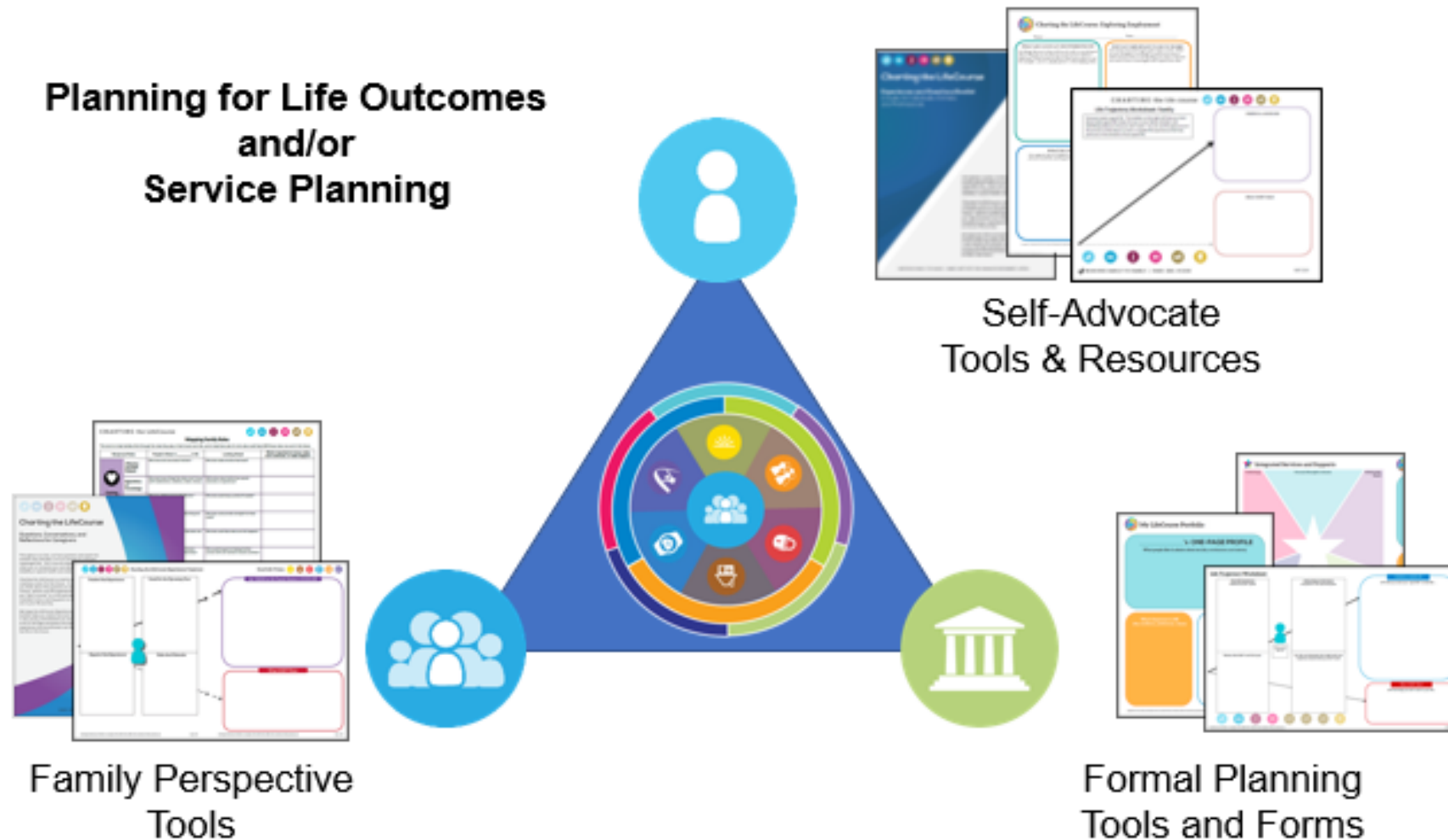


**We all need supporters,
helpers and consultants in
our lives to make good
decisions, whether we have
a disability or not.**

Tools For Your SDM Toolkit



- Every toolkit needs to be tailored to that person's life
- It should reflect their culture, race and religion as well as those they choose for their circle of supporters
- It should reflect the person's skills talents and needs
- Above all else, it should reflect that person's trajectory for their own life



Tools to get to the dream

**LIFE TRAJECTORY | SUPPORTED DECISION-MAKING**

Past Life Experiences

What helps me UNDERSTAND the issues and my options?

What has helped me COMMUNICATE my preferences, choices, and decisions?

What has helped me FOLLOW THROUGH on my choices and decisions?

What were past barriers that made it hard for me to understand, communicate, or follow through with my choices and decisions?

Moving Forward

What do I need now to help me UNDERSTAND the issues and my options?

What do I need now to help me COMMUNICATE my preferences, choices, and decisions?

What do I need to help me FOLLOW THROUGH on my choices and decisions?

What needs to happen to avoid barriers that make it hard for me to understand, communicate, or follow through with my choices and decisions?

Vision for What I Want

What decisions and choices do I want to make myself or with help from my supporters?

My vision for a good life

What I Don't Want

What decisions and choices do I NOT want someone else making for me or without my input or approval?

Not a good life



Developed by the Charting the LifeCourse Nexus - LifeCourseTools.com
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Tools to
determine
who's in their
circle, or who
might need
to be added



MAPPING RELATIONSHIPS

 CARING ABOUT	Who serves in this role now?	Looking Ahead	Next Steps
Shares Love, Affection and Trust			
Spends Time and Creates Memories Together			
Knows about Personal Interest, Traditions, Cultures			

 CARING FOR	Who serves in this role now?	Looking Ahead	Next Steps
Supports Day-to-Day Needs			
Ensures Material and Financial Needs are Met			
Connects to Meaningful Relationships and Roles			
Advocates and Supports Life Decisions			



Tools to figure out where exactly they need support

CHARTING the LifeCourse



Tool for Exploring Decision Making Supports

This tool was designed to assist individuals and supporters with exploring decision making support needs for each life domain.

Name of Individual: _____

Name of person completing this form: _____

Relationship to individual (circle one): Self Family Friend Guardian Other: _____

How long have you known the individual? _____

For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.



I can decide with no extra support



I need support with my decision



I need someone to decide for me

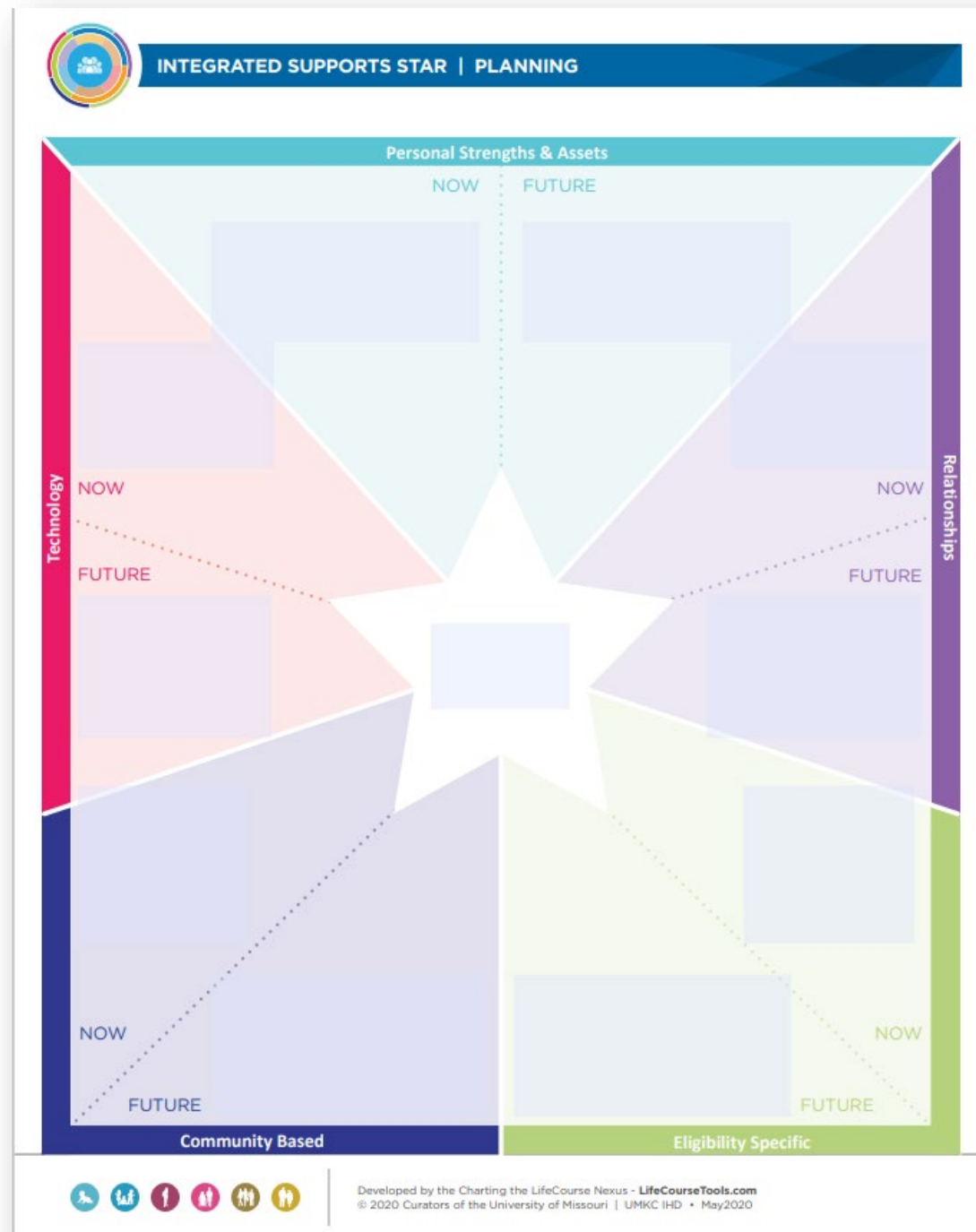
DAILY LIFE & EMPLOYMENT

Can I decide if or where I want to work?			
Can I look for and find a job (read ads, apply, use personal contacts)?			
Do I plan what my day will look like?			
Do I decide if I want to learn something new and how to best go about that?			
Can I make big decisions about money? (open bank account, make big purchases)			
Do I make everyday purchases? (food, personal items, recreation)			
Do I pay my bills on time (rent, cell, electric, internet)			
Do I keep a budget so I know how much money I have to spend?			
Am I able to manage the eligibility benefits I receive?			
Do I make sure no one is taking my money or using it for themselves?			

HEALTHY LIVING

Do I choose when to go to the doctor or dentist?			
Do I decide/direct what doctors, medical/health clinics, hospitals, specialists or other health care providers I use?			
Can I make health/medical choices for my day-to-day well-being? (check-ups, routine screening, working out, vitamins)			
Can I make medical choices in serious situations? (surgery, big injury)			
Can I make medical choices in an emergency?			
Can I take medications as directed or follow a prescribed diet?			
Do I know the reasons why I take my medication?			
Do I understand the consequences if I refuse medical treatment?			
Can I alert others and seek medical help for serious health problems?			
Do I make choices about birth control or pregnancy?			
Do I make choices about drugs or alcohol?			
Do I understand health consequences associated with choosing high risk behaviors (substance abuse, overeating, high-risk sexual activities, etc.)?			
Do I decide where, when, and what to eat?			
Do I understand the need for personal hygiene and dental care?			

**Tools to
figure out
where
possible
supports can
come from**



Tools to
show how
live are
becoming:
more
colorful!



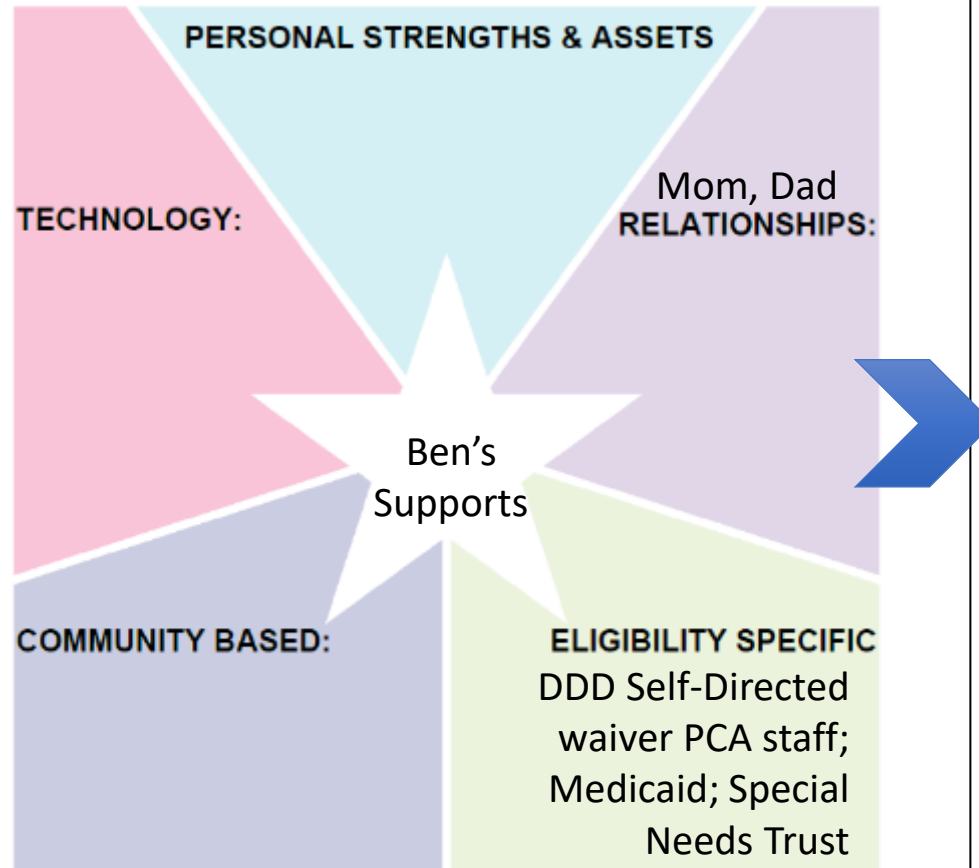
Integrated Schedule

My Name is: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00-6:30 a.m.							
6:30-7:00 a.m.							
7:00-7:30 a.m.							
7:30-8:00 a.m.							
8:00-8:30 a.m.							
8:30-9:00 a.m.							
9:00-9:30 a.m.							
9:30-10:00 a.m.							
10:00-10:30 a.m.							
10:30-11:00 a.m.							
11:00-11:30 a.m.							
11:30-12:00 p.m.							
12:00-12:30 p.m.							
12:30-1:00 p.m.							
1:00-1:30 p.m.							
1:30-2:00 p.m.							
2:00-2:30 p.m.							
2:30-3:00 p.m.							
3:00-3:30 p.m.							
3:30-4:00 p.m.							
4:00-4:30 p.m.							
4:30-5:00 p.m.							
5:00-5:30 p.m.							
5:30-6:00 p.m.							
6:00-6:30 p.m.							
6:30-7:00 p.m.							
7:00-7:30 p.m.							
7:30-8:00 p.m.							
8:00-8:30 p.m.							
8:30-9:00 p.m.							
9:00-9:30 p.m.							
9:30-10:00 p.m.							
10:00-6:00 a.m.							



Ben - BEFORE Integrated Supports

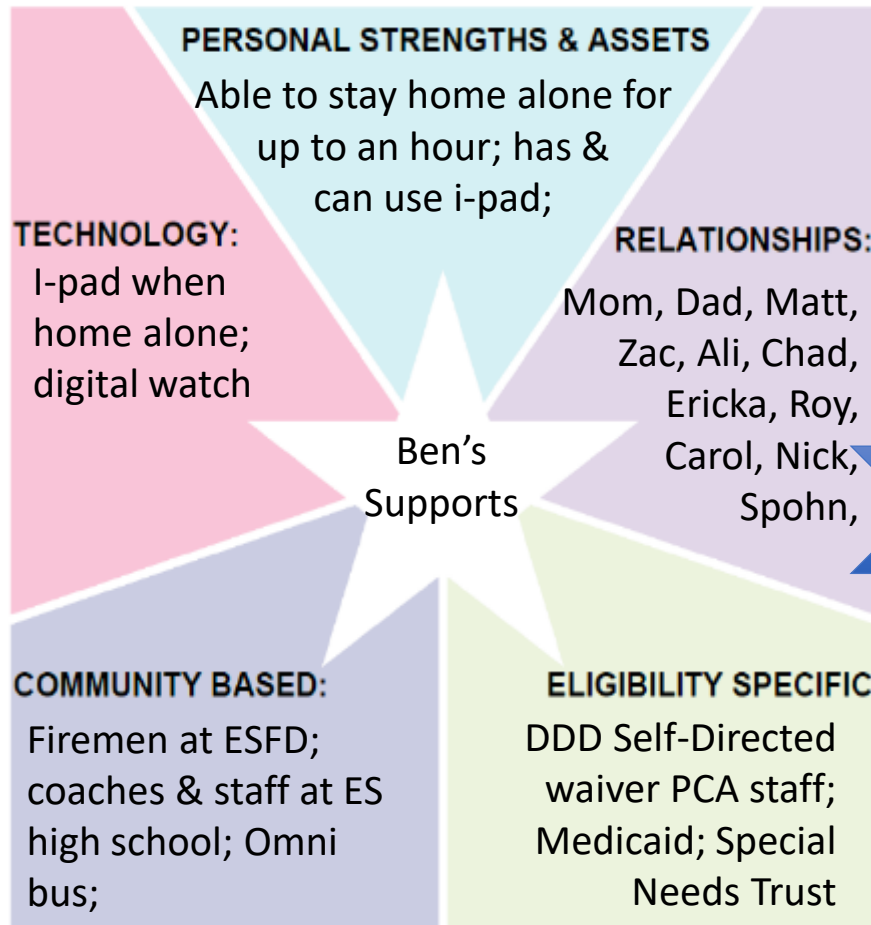


Long Term Service and Support Needs							
Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6:4:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day						
6:30-7 AM							
7:7:30 AM							
7:30-8 AM							
8:8:30 AM	Waiver Self-Directed PCA					Parents are weekend support	
8:30-9 AM							
9-9:30 AM							
9:30-10 AM							
10-10:30 AM							
10:30-11 AM							
11-11:30 AM							
11:30-12 PM							
12-12:30 PM							
12:30-1 PM							
1-1:30 PM							
1:30-2 PM							
2-2:30 PM							
2:30-3 PM							
3-3:30 PM							
3:30-4 PM							
4-4:30 PM	Mom and Dad provide all support, including meals, transportation and support for activities, etc.						
4:30-5 PM							
5-5:30 PM							
5:30-6 PM							
6-6:30 PM							
6:30-7 PM							
7-7:30 PM							
7:30-8 PM							
8-8:30 PM							
8:30-9 PM							
9-9:30 PM							
9:30-10 PM							
10 PM-6 AM	Mom and Dad are overnight staff						

Template by Missouri Family to Family @ UMRG-HQ, UCEDD

December 2014

Ben - AFTER Integrating Supports



Long Term Service and Support Needs													
Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun						
6-6:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day												
6:30-7 AM													
7-7:30 AM	Parents support Ben												
7:30-8 AM													
8-8:30 AM	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA								
8:30-9 AM													
9-9:30 AM													
9:30-10 AM													
10-10:30 AM	Waiver Self-Directed PCA						St. Ann's w/ mom						
10:30-11 AM													
11-11:30 AM													
11:30-12 PM													
12-12:30 PM							Home alone while Mom walks						
12:30-1 PM													
1-1:30 PM	Waiver Self-Directed PCA			Waiver Self-Directed PCA									
1:30-2 PM													
2-2:30 PM	Volunteer at high school, supported by coaches and friends												
2:30-3 PM													
3-3:30 PM													
3:30-4 PM													
4-4:30 PM													
4:30-5 PM													
5-5:30 PM	WWE With Matt												
5:30-6 PM													
6-6:30 PM								Mom and/or Dad prepare meal and assist as needed					
6:30-7 PM								Home alone while Mom walks					
7-7:30 PM			Horseback Therapy w/ Dad				Dinner w/ Roy & Carol & family						
7:30-8 PM													
8-8:30 PM												Nick's Birthday Party with Mom and friends	
8:30-9 PM													
9-9:30 PM													
9:30-10 PM													
10 PM-6 AM	Mom and Dad are overnight staff												

Template by Missouri Family to Family @ UMKC-HD, UCEDD

January 2015

What are the main concerns people express?

Concerns involving:

1. Education
2. Safety
3. Medical Decisions
4. Finances
5. Communication
6. Sexuality
7. Legal



Release of Information Forms

When signed by an adult with a disability, ROI forms authorize parents (and other allies) access to student records, medical information and legal proceedings. This helps to ensure quality and continuity of services and care and enhances the supported decision-making process.

Assistive Technology (AT)

AT can make decision-making easier and help people live more interdependently in their communities.

A few examples:

- **Medication management devices**
- **GPS technology**
- **Virtual assistants, like Alexa**
- **Remote monitoring and control of environment**

Legal Power of Attorney and Springing Power of Attorney

A power of attorney is a legal document in which you appoint an agent to make legal decisions on your behalf.

Medical Power of Attorney

A medical power of attorney is a legal document in which you appoint an agent to make health care decisions on your behalf when you cannot make them for yourself.

Advanced Directives

A Michigan advance directive is a document that lets a person select their end-of-life treatment options in the chance they cannot speak for themselves. This includes an agent that can be nominated to make health care decisions on the person's behalf in addition to treatment options and organ donation selections.

Other Financial Supports

- **Joint accounts**
- **Bill-paying services**
- **Automatic payment withdrawals**
- **Fiscal intermediaries**

Representative Payees

A representative payee is a person, agency, organization or institution the Social Security Administration selects to manage your benefits when it determines that you are unable to do so yourself or, direct others to do it for you.

Trusts and Other Savings Accounts

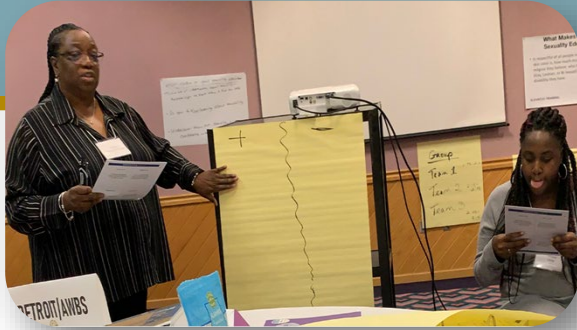
- **Special Needs Trusts**
 - Individual
 - Pooled
- **ABLE Accounts**



Types of Communication

There are many ways we share information with one another. For some people with IDD, they share information in no traditional ways. They are communicating, we just need to get better at listening with our whole selves to what they are saying.

Sexuality Education is Important for All



1. **Getting Started**
2. **Gender Identity and Gender Expression**
3. **Different types of Relationships**
4. **Public and Private**
5. **Friendship**
6. **Communication**
7. **Decision-Making**
8. **Moving from Friend to Relationship**
9. **Internet, Social Media and Communications**
10. **Many roads to Relationships**
11. **Being in a Relationship**

12. **Has Your Relationship Gone Bad?**
13. **Body Parts**
14. **Caring for Your Body**
15. **Sexual feelings, Attraction and Acts**
16. **Communicating About Sex**
17. **Decision-Making About Sex**
18. **Challenges or Things That Can Go Wrong**
19. **Do You Want to Have Child?**
20. **Avoiding Pregnancy**
21. **Getting a Sexually Transmitted Infection**
22. **Final Class**

Pre-and Post Evaluation

Free to participants

Participant should attend all 22 weeks

Resources

- **Michigan Developmental Disabilities Council**

<http://www.Michigan.gov/ddcouncil>

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

- **Michigan Alliance for Families**

<https://www.michiganallianceforfamilies.org/transition/>

- **Special Needs Trust Information**

<https://www.nolo.com/legal-encyclopedia/special-needs-trusts-30315.html>

- **Joint Banking Information**

<https://finance.zacks.com/put-restrictions-joint-bank-account-11439.html>

- **Power of Attorney Information**

<https://michiganlegalhelp.org/>

Resources

- **SSA Resources**

<https://www.ssa.gov/benefits/disability/>

<https://www.ssa.gov/redbook/>

<https://www.ssa.gov/payee/>

- **Work Incentives Planning and Assistance**

<https://miwipa.org>

- **MiABLE**

miable.org

- **State Bar of Michigan**

<https://www.zeekbeek.com/SBM>

- **The Arc US**

https://thearc.org/find-resources/?search_resource=&audience=searchAudience&type=searchtype&topic=family-support-and-future-planning



The Wrap-up

- **Develop strong advocacy skills**
- **Promote person centeredness in all you do**
- **Begin young and continue decision-making throughout life**
- **Tie people with IDD back into the ALL, be connected to your communities**
- **Don't be frozen in time: we all learn and grow throughout life**
- **Recognize what guardianship can and, can not do, it is not the only answer**

Thank you for your time and attention!
What questions do you have?

спасибо 谢谢
GRACIAS
THANK YOU
ありがとうございました MERCI
DANKE धन्यवाद
شُكراً OBRIGADO

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We are here to support you!



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