

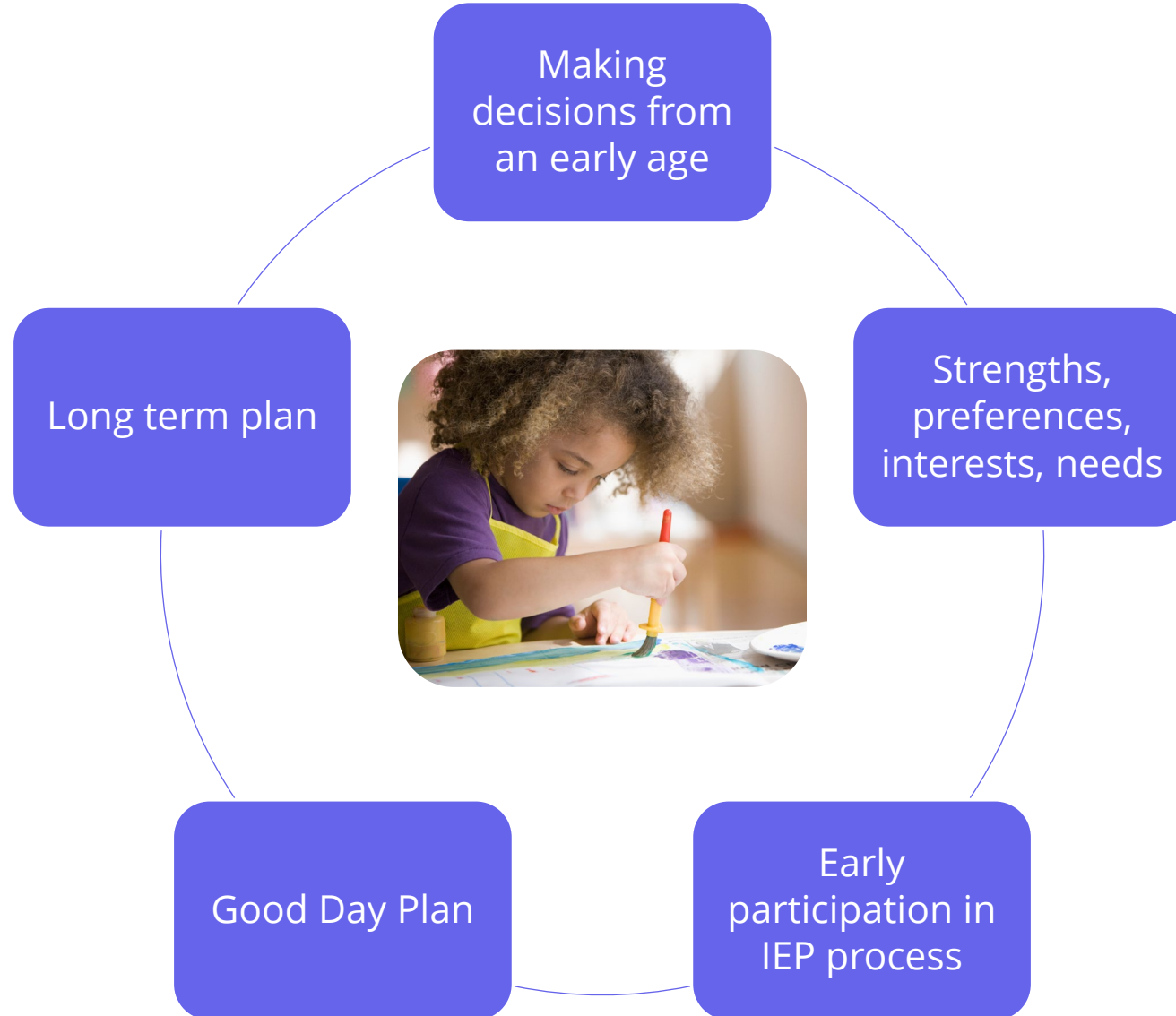
# Growing Up With Self-Determination

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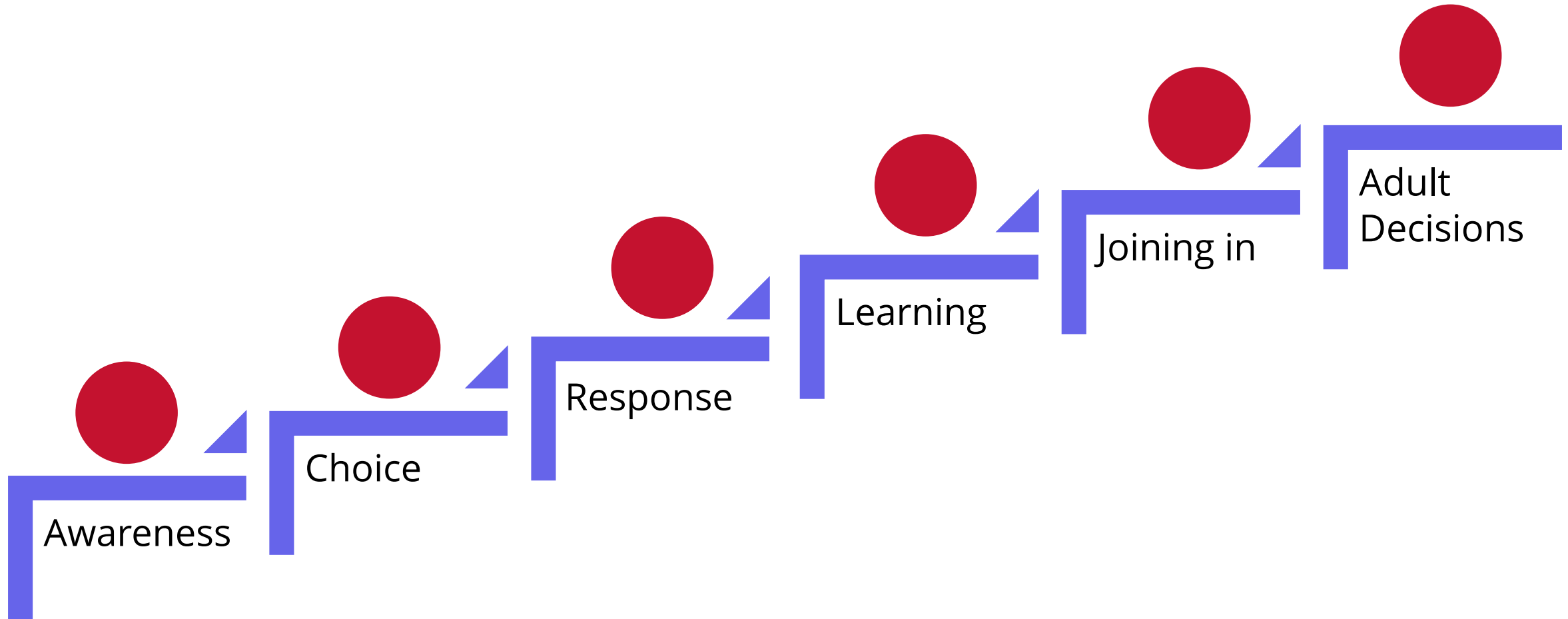
Karen Wang, Transition Specialist



# Today's Workshop

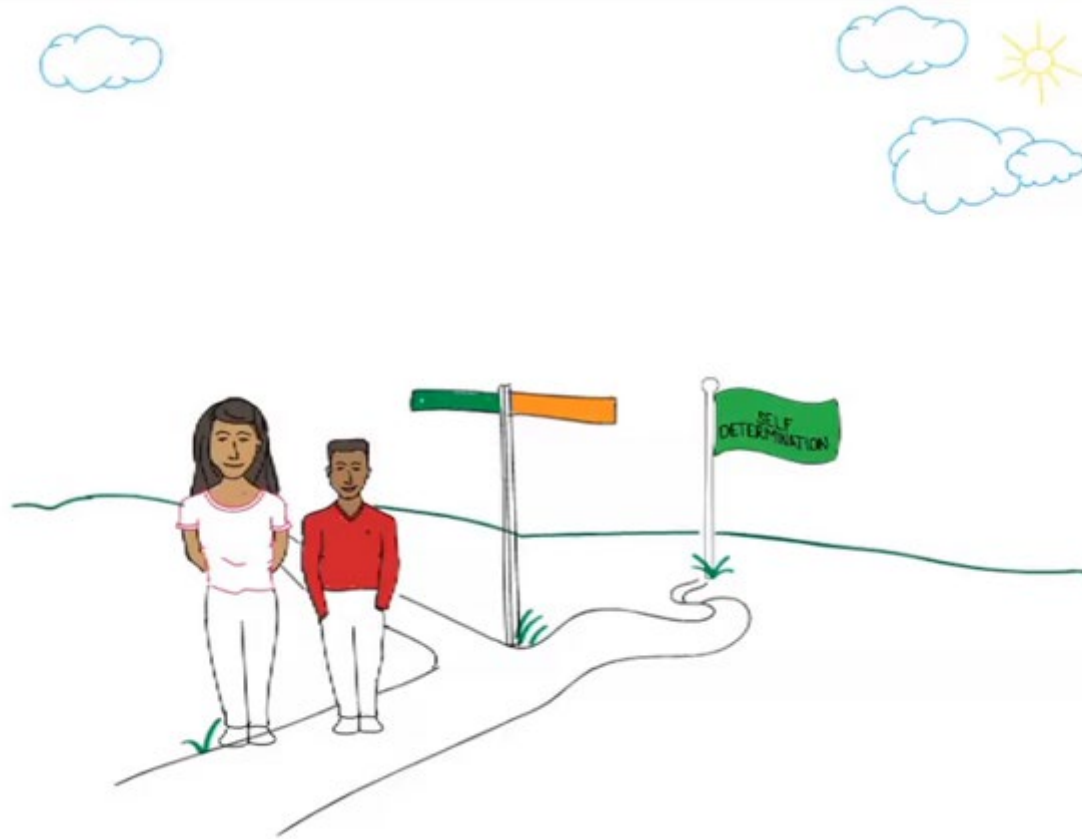


# Every person is capable of making decisions.



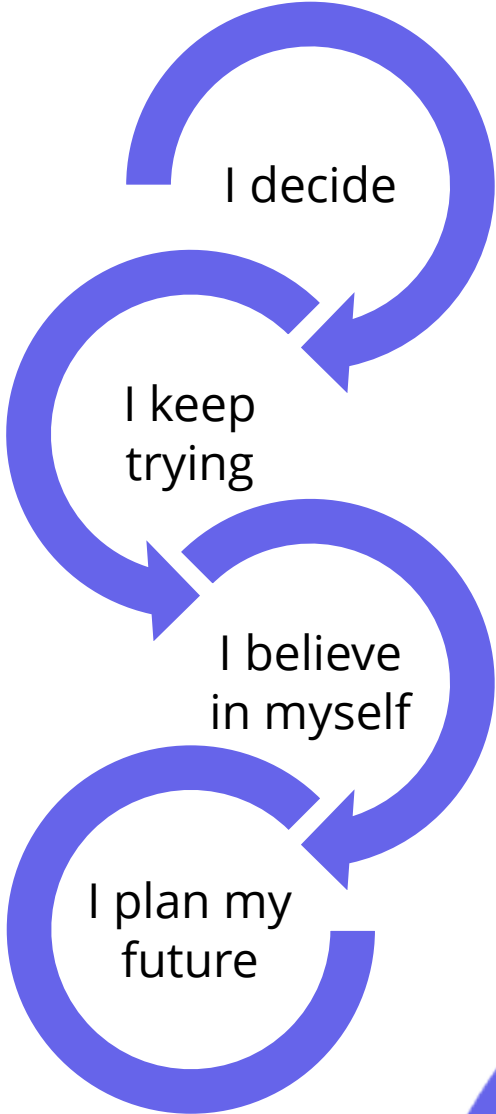
# What is Self-Determination?

<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.

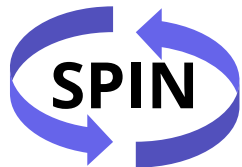


## Responsibility

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.



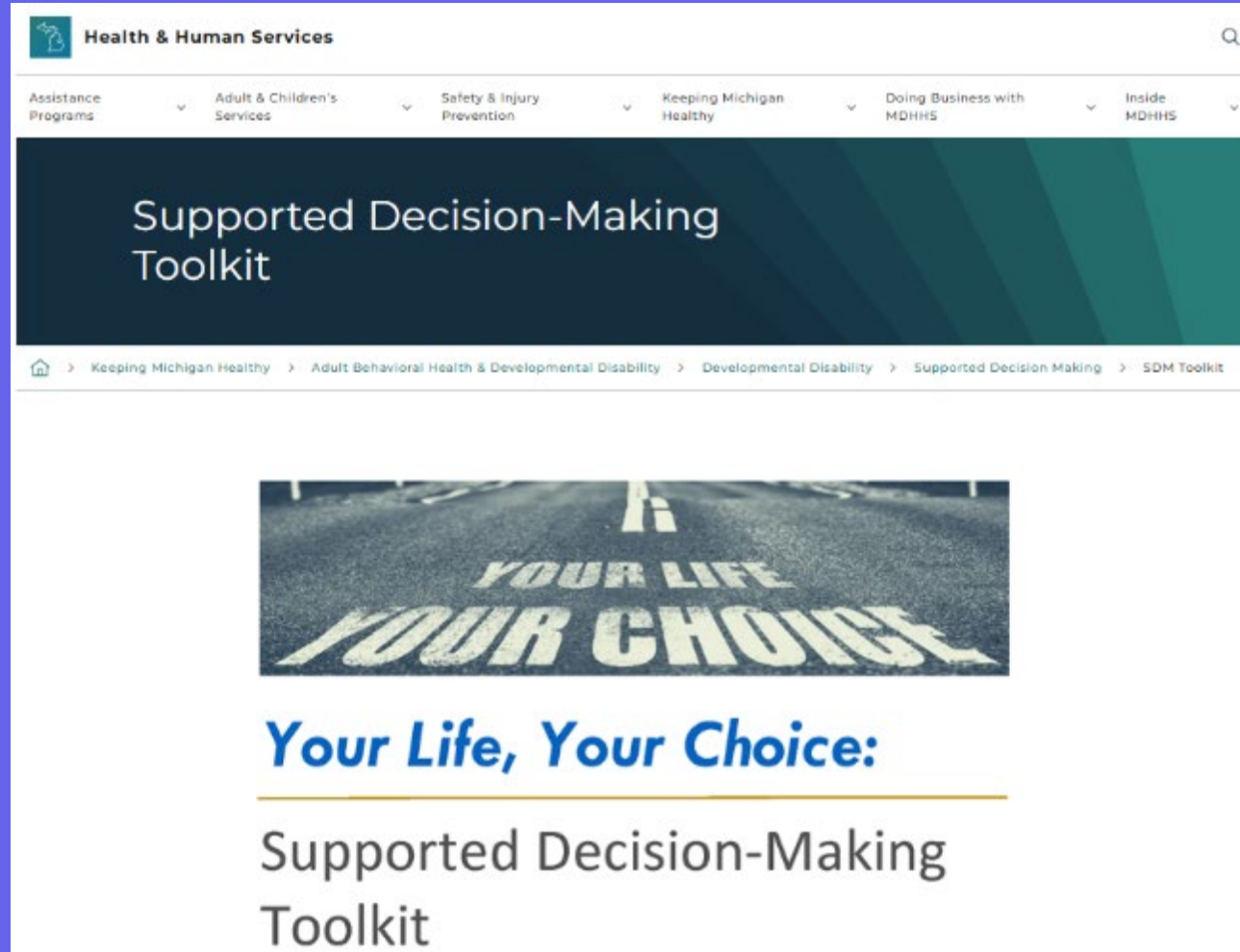
# Self-Determination is a decision-making process.



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](http://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

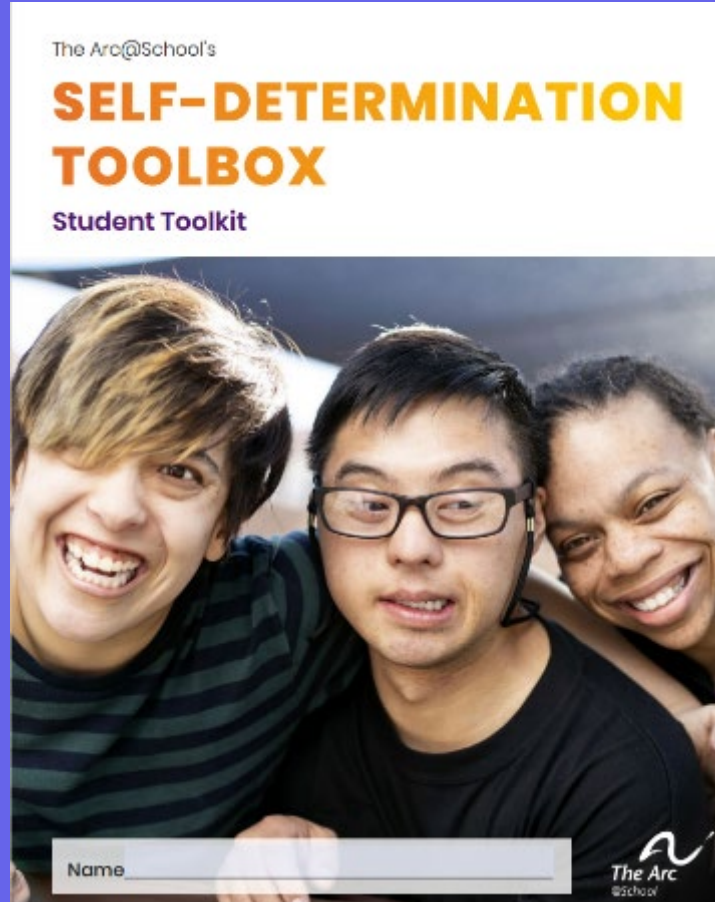
Ages 15 – 18  
High School

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

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?



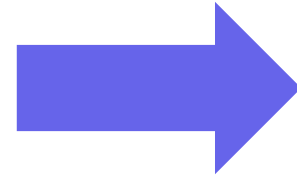
- Develop problem-solving skills
- Accept responsibility for choices
- Expect more
- Set and achieve realistic goals
- Self-advocate
- Able to recognize and resist abuse
- Improve self-esteem
- Improve physical and mental health
- Higher life expectancy
- Higher income

# 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).

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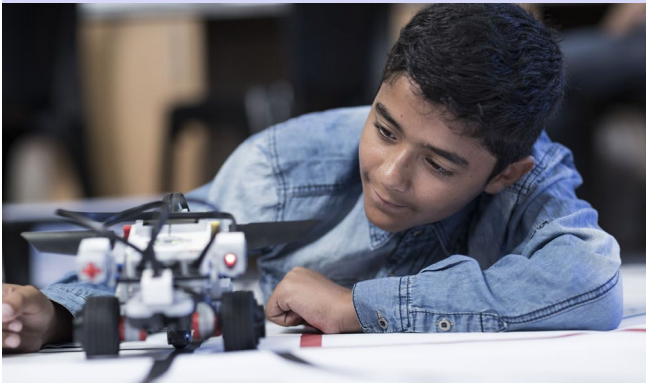
Students can:

- 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			The Arc @School	Im Determined
Name	Cameron (4 <sup>th</sup> grade)	Date		
<b>What am I good at?</b> <ul style="list-style-type: none"><li>•Pet care</li><li>•Following schedule</li></ul>	<b>What is my plan?</b> <p>Farm day camp</p>	<b>What is my dream?</b> <ul style="list-style-type: none"><li>•Learn to ride a horse</li></ul>		
<b>Who accepts me?</b> <ul style="list-style-type: none"><li>•Family</li><li>•4-H friends</li></ul>	<b>Who am I?</b> <ul style="list-style-type: none"><li>•Animal lover</li><li>•Nature lover</li></ul>	<b>What is my story?</b> <p>Everything is about my pets.</p>		
<b>Who loves me?</b> <p>My family (including pets)</p>	<b>What do I need?</b> <ul style="list-style-type: none"><li>•Physical therapy</li><li>•Help with academics</li></ul>	<b>Who will help me?</b> <p>Parents, Aunt, Brother, IEP team, 4-H team</p>		

# 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>What happens on a Good Day?</p> <ul style="list-style-type: none"><li>• Feed fish</li><li>• Hold guinea pig during meals</li><li>• Carry stuffed animal for comfort</li><li>• Sleep with cat</li></ul>	<p>Does it happen now?</p> <p>Yes, about 80% of the time</p>	<p>What needs to happen to make it a Good Day?</p> <ul style="list-style-type: none"><li>• Follow schedule</li><li>• Keep animals close</li></ul>	<p>Who can help me?</p> <ul style="list-style-type: none"><li>• Preschool staff</li><li>• Parents</li><li>• Aunt</li></ul>

# “Goal Plan” Worksheet

**GOAL PLAN**

The Arc @School 

Name Cameron (8<sup>th</sup> 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
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**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



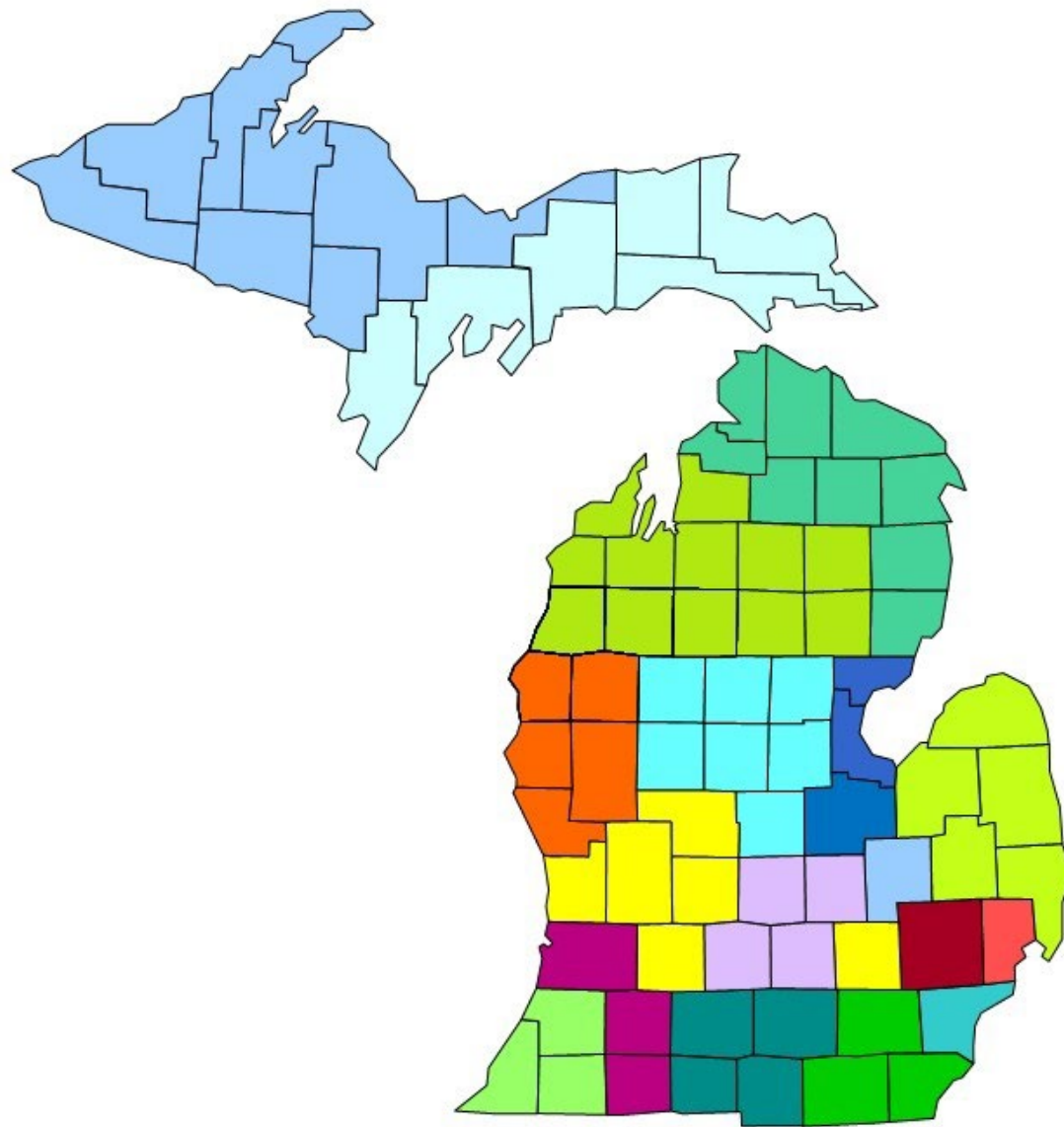
- All people are able to make decisions that are important to them.
- Self-Determination is a decision-making process that can be taught from an early age.
- All people have strengths, preferences, interests, and needs (SPIN).
- The State of Michigan's website has a toolkit for supported decision-making 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](http://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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**For more information visit**

[www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

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# Michigan Alliance for Families

Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education, and Michigan's federal Parent-Training and Information Center (PTIC) funded by U.S. Department of Education, Office of Special Education Programs (OSEP).

[www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

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