

Growing Up With Self-Determination

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Today's Workshop



Making decisions from an early age

Strengths, preferences, interests, needs

Early participation in IEP process

Good Day Plan

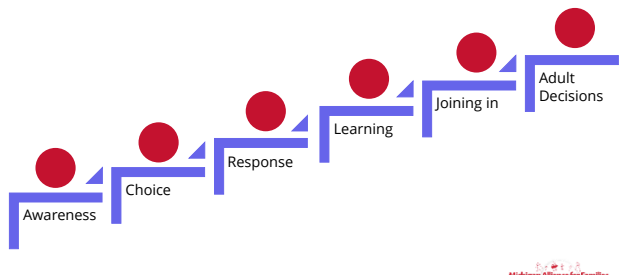
Long term plan



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Every person is capable of making decisions.



Awareness


Choice

Response

Learning

Joining in

Adult Decisions



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What is Self-Determination?
<https://vimeo.com/256473639>






How do you practice self-determination?



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Self-Determination and Dignity of Risk

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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?



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

SPIN

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Self-Determination is a decision-making process.

Little decisions become big decisions over time.

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Supported Decision- Making Toolkit

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Website: www.michigan.gov/mifhs/3600,mi-health/micra/health/developmental/ability/supported-decision-making/dm-toolkit

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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!*



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Toolbox for Students








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Toolbox for Parents







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Sample Pages from the Toolbox for Parents

CORE COMPONENTS


Choice-Making	Decision-Making	Allow your child to make basic choices/decisions, such as: • what to eat for lunch or snack • which clothes to wear to school or to other activities • which activity to do first or last
Problem-Solving	Discuss with your child	• Encourage your child to think through the problem and try to solve it on their own • Help your child to think through the problem and try to solve it on their own • Encourage your child to think through the problem and try to solve it on their own
Goal-Setting	Goal Achievement	Make Plans before hand by • Encourage your child to think through the problem and try to solve it on their own • Help your child to think through the problem and try to solve it on their own • Encourage your child to think through the problem and try to solve it on their own
Independence	Provide your child	• Encourage your child to think through the problem and try to solve it on their own • Help your child to think through the problem and try to solve it on their own • Encourage your child to think through the problem and try to solve it on their own
Self-Observation	Self-Evaluation	Help your child • Encourage your child to think through the problem and try to solve it on their own • Help your child to think through the problem and try to solve it on their own • Encourage your child to think through the problem and try to solve it on their own
Self-Advocacy	Self-Advocacy	Help your child • Encourage your child to think through the problem and try to solve it on their own • Help your child to think through the problem and try to solve it on their own • Encourage your child to think through the problem and try to solve it on their own
Self-Advocacy	Leadership	Help your child • Encourage your child to think through the problem and try to solve it on their own • Help your child to think through the problem and try to solve it on their own • Encourage your child to think through the problem and try to solve it on their own
Self-Advocacy	Self-Knowledge	Help your child • Encourage your child to think through the problem and try to solve it on their own • Help your child to think through the problem and try to solve it on their own • Encourage your child to think through the problem and try to solve it on their own

Rating	
3	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 (sports, 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

Page 8 in the Toolbox for Parents




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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




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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




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Self-Determination at School





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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



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Present Level of Academic Achievement and Functional Performance (PLAAPF)

What It Is	Skills	Abilities
<ul style="list-style-type: none"> • Current snapshot of the student 	<ul style="list-style-type: none"> • Work samples • Real-life experiences • List or collage of current skills 	<ul style="list-style-type: none"> • Self-observation • Self-evaluation • Self-reinforcement • Self-advocacy



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"Questions to Ask Yourself" Worksheet

QUESTIONS TO ASK YOURSELF

Name: Cameron (4th grade) Date: _____

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

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Page 5 in the Toolbox for Students

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IEP Goals

What It Is	Skills	Abilities
<ul style="list-style-type: none"> • Skill or behavior the student will learn 	<ul style="list-style-type: none"> • Organization • Using a T chart • Identify alternatives • Good Day Plan 	<ul style="list-style-type: none"> • Asking for help • Setting own IEP goals and steps • Teach the tools to use the tools

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"Good Day Plan" Worksheet

GOOD DAY PLAN

Name: Cameron (age 3) Date: _____

<p>Good Day</p> <p>What happens on a Good Day?</p> <ul style="list-style-type: none"> • Feed fish • Hold guinea pig during meals • Carry stuffed animal for comfort • Sleep with cat 	<p>Now</p> <p>Does it happen now?</p> <p>Yes, about 80% of the time</p>	<p>Action</p> <p>What needs to happen to make it a Good Day?</p> <ul style="list-style-type: none"> • Follow schedule • Keep animals close 	<p>Support</p> <p>Who can help me?</p> <ul style="list-style-type: none"> • Preschool staff • Parents • Aunt
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Page 7 in the Toolbox for Students

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"Goal Plan" Worksheet

GOAL PLAN

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
		MDD

People Who Can Support Me to Reach My Goal

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

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Page 9 in the Toolbox for Students

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Supplementary Aids and Services

What It Is	Skills	Abilities
<ul style="list-style-type: none"> • Ensure access to general education classes, other education-related settings, and in extracurricular and nonacademic settings 	<ul style="list-style-type: none"> • Creating SPIN One-Pager • Creating a visual organizer 	<ul style="list-style-type: none"> • Sharing SPIN One-Pager with others • Using a visual organizer daily

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"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

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Page 8 in the Toolbox for Students

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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.



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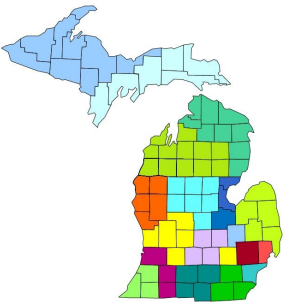

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Free parent training and information to improve educational services and outcomes for students with disabilities across Michigan.

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We are here to support you!

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