# Session Ten:

# Self-Advocacy & Self-Determination

# PowerPoint Notes, Slide Content and Alt Text

The following information includes the slide content, slide notes, and alt text for images on slides. PowerPoint slide notes are intended to enhance understanding of the information on the slide and can assist in facilitation of the content. However, not every slide requires notes in addition to the slide content. The identical slide note information below is also available in the notes section of the corresponding PowerPoint slideshow.

The information in the notes may assist the facilitator to:

1. Further explain the concepts on the slide
2. Prepare for and implement an activity
3. Offer additional information to the participants

## **Slide 1: “What Works for Work” Session Ten: Self-Advocacy & Self-Determination**

1. Logo for the Ohio Developmental Disabilities Council
2. Logo for the OCALI Lifespan Transition Center

**Slide 2: Evidence Based Practices Self-Advocacy & Self-Determination**

**Alt Text:**

1. Page 19 of Self- Advocacy & Self- Determination Skills in the Evidence Based Practice document- Vocabulary and team discussion questions are given on this page. File is available for download.
2. Page 20 of the of Self- Advocacy & Self- Determination Skills of the Evidence Based Practices document-

Examples of How to use Self- Advocacy & Self- Determination as well as links listed here. Document Available for Download.

**Notes: 04: Evidence Based Practices (Handout)** ask participants to locate these pages in the document and briefly review.

**Slide 3: Words Can Be Confusing How Do You Define These Words?**

Self-Determination-

* + A Feature, Quality, Attribute
  + A Skill Set
  + A Process
  + A Characteristic of Adult Success
  + A Curriculum

Self-Advocacy

* + A Civil Rights Movement
  + A Foundational Belief
  + A Feature, Quality, Attribute
  + A Group of Skills
  + An Action

**Notes:** Facilitators: Before showing all the text on the slide, have a brief discussion on what these terms mean.

Ask participants: What comes to mind when you hear these words?

The point of the discussion and sharing the associated words on the slide is to show that these words have been used in many different contexts and have different references. The next several slides lays the foundation for the focus of these terms when discussing them in relation to Evidence Based Practices.

**Slide 4: Understanding The Terms**

Self-Advocacy-Foundational Belief. *All people have the right to make life decisions without undue influence or control by others.*

Self- Determination- *The ability to effectively and successfully take charge of one’s life.*

* Requires a set of interrelated skills, including self-advocacy skills.
* Person may call upon support from others; however, is *in control of his own resources and how they are directed.*

**Alt Text:**

1. Choice- black chalkboard with word “Choice” in the middle and arrows going in north, south, west, east direction away from word.

**Notes:** This slide provides the descriptions of these two related terms that will be used for this session. Facilitators: please be sure to point out that self-advocacy in this sense is the foundational belief that supports an individual to be self-determined. In turn, the set of skills associated with self-determination includes self–advocacy skills.

**Slide 5: Self-Determination Is Associated With Better Adult Life Outcomes**

Youth have improved adult life outcomes and higher quality of life when they learn and use the skills associated with self-determination

**Alt Text:**

1. Equal scale showing same value between Improved quality of life and Self- determination- scale weight the value of Improved quality of life and self- determination with three subtopics below each heading.

**Detailed Description:** Heading on left side of scale- Improved quality of life- subtopics included Employment, Community Membership, and independent living. On the right side of scale heading: self- determination- subtopics include: skill instruction, opportunity to practice, support

**Notes:** “Associated” or “correlated” is used here rather than implying that self-determination WILL lead to a better adult life or WILL cause a better adult life to happen. There is evidence that the 2 are related and connected, however, in some cases, the influences in a person’s life may change the impact of self-determination on the adult outcomes for that person. However, the potential positive impact of becoming self-determined is clear making it a priority goal as youth move towards adulthood.

**Slide 6: What Does Self-Advocacy Include?**

* Speaking up for yourself
* Making decisions about your own life
* Getting information so that you can understand
* Finding out who will support you in your journey
* Identifying your rights and responsibilities
* Problem-solving
* Reaching out to others when you need help and friendship (and how to ask..)
* Standing up for and defending the rights of oneself and/or others

**Notes:** Facilitator: After reviewing the slide, ask the participants to reflect and comment on the opportunities that exist in their programs that support the development of these skills. Example: Are there discussions about behavior and consequences, citizenship, civil rights, and sexuality?

**Slide 7: What Does Self-Determination Include?**

* Setting goals
* Knowing what is needed to reach goals
* The ability to make choices and decisions based on own preferences and interests
* Accepting the consequences of the decisions made
* Monitoring and regulating one’s own actions and to be goal-oriented and self-directed
* Using Self-Advocacy Skills

**Alt Text:**

1. Set Goals- Post-it note in the palm of hand background has two smartphones and paper calendar behind the hand.

**Slide 8: Components of Self-Determination Includes Many Skill Sets**

Choice-making

* Decision making
* Problem solving
* Goal setting and attainment
* Independence
* Risk-taking and safety
* Self- observation
* Evaluation and reinforcement
* Self-instruction
* Leadership
* Self-awareness and self-knowledge
* Self- advocacy

**Notes:** These skills become ‘targets of intervention’ to build effective self-determination. Intervention plan goals should reflect the specific skills being taught and not simply a general reference to self- determination. Slide #9 goes further to reflect on examples of how these skills might be addressed.

**Slide 9: Developing Self- Determination Skills Requires Targeted Teaching Strategies**

**Alt Text:**

1. Self- Determination Table- 2 columns, 8 rows broken into self-determination skills vocabulary on the left. Right side shows how to develop the skills.

**Notes:** This table in Word format can be read by a screen reader and is available as **05: Development of SD Skills (Handout),** “Definition of SD Skills”.

Ask for comments from participants. Have they had the opportunity to address some of these skills within their current programs?

This table is adapted from Promoting Student Self Determination Skills in IEP Planning *by Wood, Karvonen, Test, Browder, Algozzine*

**Slide 10: People with Disabilities Show Less Self-Determination**

Youth with disabilities are often found to be less self-determined than their non-disabled peers and have less opportunity to make choices and express preferences

* Do *NOT* assume they are incapable of self–determination
* Do *ASSUME* they are in need of:
  + *Frequent, planned OPPORTUNITY*
  + In addition to Instruction and Support

**Notes:** Research shows that youth/adults with disabilities are less self-determined than their non-disabled peers. It is important, however, not to assume that this in any way reflects the capacity of people with disabilities to become self-determined. Research clearly shows that people with disabilities have many fewer opportunities to make choices and express preferences across their daily lives.

**Slide 11: *What Do You Think?***

* When asked, most professionals agree to the importance of self-determination
* However, research has *consistently* found that explicit instruction to promote self-determination is limited. Often not reflected in youth goals.
* *What are reasons educators and other professionals may not focus on teaching self- determination?*

**Notes:** Facilitate a discussion.

* Do you agree with the first 2 statements on the slide?
* Small group or whole group discussion and identification of barriers. No specific right or wrong answer.

Next slide will provide several reasons that studies have found to be barriers to educating and promoting self-determination.

**Slide 12: Barriers to Promoting Self-Determination (SD)**

* Educator lacks belief that the student can benefit from instruction in SD
* Insufficient time
* Insufficient training to, and knowledge about, promoting self- determination
* Lack of use of EBP in instructional plans

**Notes:** Facilitators: After the discussion on the previous slide, review the bulleted items on this slide.

Assure participants these barriers are not true of all professionals working with youth with disabilities. However, studies have found these to be the responses of many educators. Acknowledge that addressing self-determination can take time and planning, thus requiring a team. Targeting specific components and working systematically can make the process manageable and produce results. The next slide provides a resource to begin gathering ideas and strategies.

**Slide 13: Strategies to Address Self-Determination Across Ages and Domains**

* [Self-Determination Guide: Results and Strategies from a Survey of Wisconsin Paraprofessionals](https://www2.waisman.wisc.edu/naturalsupports/pdfs/Self-Determination.pdf) 
  + Authors: Martha Walter, Ashleigh Johnson, and Samantha Schomberg
* Review the article for ideas of how to embed strategies to promote self-determination daily and starting at a young age.

**Alt Text:**

1. Screenshot of article page 1- Title of article and text. Image hyperlinks to article.

**Notes:** This article reviews the results of a study that surveyed almost 600 paraprofessionals working in more than 100 Wisconsin schools. The purpose of the study was to explore paraprofessionals’ efforts to promote self-determination among students with disabilities. Promoting self-determination refers to equipping students with the skills, knowledge, and attitudes they need to assume primary control and responsibility for an array of life activities. The survey asked paraprofessionals to evaluate seven domains of self-determination: 1. Choice-making 2. Decision-making 3. Problem-solving 4. Goal-setting and attainment 5. Self-advocacy and leadership 6. Self-management and self-regulation 7. Self-awareness and self-knowledge Paraprofessionals were asked to rate (a) the importance of teaching each self-determination skill and (b) how often they teach each skill. In addition, they were asked about the students whom they typically support and their school experience.

[Self- Determination Guide: Results and Strategies from a survey of Wisconsin Paraprofessionals link:](https://www2.waisman.wisc.edu/naturalsupports/pdfs/Self-Determination.pdf)

https://www2.waisman.wisc.edu/naturalsupports/pdfs/Self-Determination.pdf

**Slide 14: ACTIVITY: Skills Area for Self- Determination & Current Opportunities**

Identify as many opportunities currently available in the curriculum or course of study where students may learn about, receive instruction and/or access an opportunity to practice SD skills. Use 06: Skill Areas Associated with SD (Handout).

**Alt Text:**

1. Self- Determination Table- 2 columns, 8 rows broken into self-determination skills vocabulary on the left. Right side of table is fill in the blank.

**Notes:** Activity: Consider the skill areas or components of self- determination listed on the handout. Using partners or small groups, select (or facilitator assign to obtain more variety) one or two components. Identify as many opportunities currently available in the curriculum or course of study where students may learn about, receive instruction and/or access an opportunity to practice skills related to the specific component.

Each group will share 1-2 of their most innovative ideas.

**Slide 15: ACTIVITY: Skills Area for Self- Determination & Current Opportunities**

Each Group Share Out Your Most Innovative Ideas.

**Alt Text:**

1. Self- Determination Table- 2 columns, 8 rows broken into self-determination skills vocabulary on the left. Right side of table is fill in the blank.

**Notes:** Each group will share 1-2 of their most innovative ideas.

**Slide 16: *Evidence Based Practices* for Self-Determination**

* *Evidence Based Practices* that are effective to promote self-determination include:
  + *Teaching* the component elements of self-determined behavior (choice-making, problem-solving, goal setting skills, etc.)
  + *Providing opportunities* to use and practice these skills
  + *Providing supports* and accommodations as needed
* **Notes:** Youth need to be exposed to and systematically taught the skills that will allow them to be self-determined. They must also be given opportunity to use these skills. And finally, youth must have access to supports and accommodations when needed. This triad of elements should be the filter by which self-determination programs or curriculums are viewed. Approaches that do not completely address all three elements can add additional strategies, resources and opportunities to allow for a more comprehensive program that aligns with the description of evidence based practices for self-determination.

**Slide 17: Materials and Resources for Teaching Self-Determination**

* The resources, materials, and products highlighted in this session include several structured programs as well as useful resources
* These materials may be used as part of a comprehensive approach to teaching self-determination
* Support and accommodation may be needed for some youth

**Notes:** The EBP that are discussed not only expose youth to the needed skills, but they also teach and highlight practice of the skills. Many of the resources discussed can be used as a support for any instructional program.

**Slide 18: Review of Selected Resources for Self- Determination**

* The following slides review web-based resources for self-determination. Make note of 2 or 3 resources that you wish to explore further after the slide review.
* *Note: All images are hyperlinked to the resource website*
* Discuss the question:
  + *“How might you use the selected resources to develop SD skills for your students”*

**Notes:** Facilitators can pace the review of the materials and resources based on time and group interest. As facilitator, make a few comments about each resource that may highlight a unique aspect, an idea for use or a strength of the resource.

Remind the participants to select 2 or 3 that they will look at further after the review of all the resources. Prompt them to be ready to discuss the question:

*“How might you use the selected resources to develop SD skills for your students”*

**Slide 19: National Center for Secondary Education and Transition**

[Self Determination: Supporting Successful Transition Tips for Parents and Professionals](http://www.ncset.org/publications/viewdesc.asp?id=962)

Brief Highlights:

* Evidence Based Research supports the *Strong Positive* connection between self- determination and preferred adult outcomes.

**Alt Text:**

1. Hyperlinked-Promoting Self- determination in Youth with Disabilities- list of Tips for Families & Professional on Promoting Self Determination in Youth with Disabilities, available for download.

**Notes:** Website and image link:

http://www.ncset.org/publications/viewdesc.asp?id=962

**Slide 20: Childhood meets Adulthood at** [**Youthhood.org**](https://www.youthhood.org/)

Highlights:

* Survey for students to think about future options after high school
* Builds on choice making, self- awareness, and responsibilities as a teenager

**Alt Text:**

1. Youthhood website- Hyperlink of Youthhood main webpage.

**Notes:** Image of Youthhood website link:

https://www.youthhood.org

**21: Opening Doors to Self- Determination Skills**

Highlights:

* Timeline for self- determination skills by grade level (9-12)
* Questionnaires for students
* Community connections to consider while in high school
* Person Centered Planning
* Goal mapping

**Alt Text:**

1. Hyperlinked “Opening Door to Self- Determination Skills”- Cover of PDF file, a smiling, young man working on a paper.

**Notes:** Book cover [link](https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs-self-determination.pdf) screenshot:

https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs-self-determination.pdf

**Slide 22: Job Decisions for the Future**

Highlights:

* [Determining Interest](http://do2learn.com/JobTIPS/DeterminingInterests/SocialSkillsAssessments/Assessments.html)
  + Social Skills Assessment
* Finding a job
* Getting a job
* Keeping a job

**Alt Text:**

1. JobTIPS website- Hyperlink to JobTips webpage and resources.

**Notes:**

Determining Interest [link](http://do2learn.com/JobTIPS/DeterminingInterests/SocialSkillsAssessments/Assessments.html):

http://do2learn.com/JobTIPS/DeterminingInterests/SocialSkillsAssessments/Assessments.html

Web image [link:](http://do2learn.com/JobTIPS/)

http://do2learn.com/JobTIPS/

**Slide 23:** [**OhioMeansJobs.com**](https://ohiomeansjobs.ohio.gov/wps/portal/gov/omj/for-students/explore-careers)

Highlights:

* Student career interest survey
* Budget calculator
* Mock interview with self-record option
* Online training
* Resume and Cover letter guidance

**Alt Text:**

OhioMeansJobs Explore Careers main website for students. Picture Hyperlinked to website.

**Notes:** Ohio Means Job website [image-link](https://ohiomeansjobs.ohio.gov/wps/portal/gov/omj/for-students/explore-careers):

https://ohiomeansjobs.ohio.gov/wps/portal/gov/omj/for-students/explore-careers

**Slide 24: Zarrow Center Self- Determination**

Highlights:

* [*Whose Future Is It* ***Anyway****?*](http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway)
* Self- determination curriculum
* Lesson plans
* [Zarrow Center: Self-Determination Assessment Materials](http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools)

**Alt Text:**

1. Zarrow center-website- Hyperlink to self- determination assessment tool.

**Notes:** Whose Future Is It Anyway link:

http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway

Screenshot image link:

http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools

**Slide 25: BrainPop Decision Making Topics**

Highlights:

* Short Interactive videos and simulations with lesson activities already created
* [Setting Goals](https://www.brainpop.com/health/settinggoals/settinggoals/)
* [Conflict Resolution](https://www.brainpop.com/health/freemovies/)
* [Personal Hygiene](https://www.brainpop.com/health/freemovies/)

**Alt Text:**

1. BrianPop website- hyperlink to BrainPop webpage videos and activities.

**Notes:** Setting Goals: link https://www.brainpop.com/health/settinggoals/settinggoals/

Conflict Resolution & Personal Hygiene & Screenshot BrainPop Images link:

https://www.brainpop.com/health/freemovies/

**Slide 26: FoolProof- Financial Education**

Highlights:

* Large Video Library- Short video covering topics from saving to budgeting
* [Modules](https://foolproof.directionscu.org/academy/high-schools) cover financial responsibilities for teens.

**Alt Text:**

FoolProof main website- Education Three- modules on this landing page. Screenshot hyperlinked.

**Notes:** Modules link:

https://foolproof.directionscu.org/academy/high-schools

Screenshot of image [link](https://foolproof.directionscu.org/academy):

https://foolproof.directionscu.org/academy

**Slide 27: Got Transition**

Highlights:

* [Got Transition](https://www.gottransition.org/youth-and-young-adults/) aims to improve transition from pediatric to adult health care through the use of new and innovative strategies for health professionals and youth and families.
* Youth and Families webpage promotes actions for youth to makes decisions about their own health care.

**Alt Text:**

1. Got Transition webpage screen shot- Button to click on webpage that leads to quiz on health care transition readiness. Image hyperlinked.

**Notes:** Got Transition: https://www.gottransition.org/youth-and-young-adults/

Take our quiz:

https://www.gottransition.org/youth-and-young-adults/hct-quiz.cfm

**Slide 28: Student-Directed Transition Planning**

Highlights

* The eight [Student-Directed Transition Planning (SDTP)](http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning) lessons facilitate high school to adult life planning partnerships between students, their families, and educators.
* SDTP uses the Student-Directed Summary of Performance as a means for students to learn, organize and present transition information.

**Alt Text:**

1. Student Directed Transition Planning (SDTP) webpage - Graphic Organizer represents 8 lessons in the SDTP. Image links to webpage for more information.

**Notes:** [The hyperlinks in the slide link to:](http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning)

http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning

**Slide 29: Self- Determination Resources**

[NTACT-](https://transitionta.org/topics/secondary-education/self-determination/) Self- determination lesson plans. Set- up a free account.

**Alt text:**

1. NTACT Self- Determination main webpage, image hyperlinked.

**Notes:** NTACT link: https://transitionta.org/topics/secondary-education/self-determination/

**Slide 30: Self- Determination Research and Resources**

* [Download](https://www.ocali.org/project/session_ten_self-advocacy_self_determination) **07: Research and Resources for Self Determination** document of additional Self-Determination resources from the session 10 website.
* This document includes those highlighted on the previous slides as well as others.

**Alt Text:**

1. Self- Determination Research and Resources- Word document screenshot available for download. list of articles, books, websites for SD.

**Notes:** Call out the *Research and Resources for Self-Determination* document on the Session 10 website. Explain that this document is a resource sheet that includes all the resources review on the slides as well as others that have been found to be helpful. The document contains active hyperlinks for each resource.

Download & Image and of Self- Determination Research and Resources link:

https://www.ocali.org/project/session\_ten\_self-advocacy\_self\_determination

**Slide 31:** **Time for Further Review of Resources**

* Explore your selected resources (2 or 3).
* Make notes of interesting aspects and uses
* Be ready to offer ideas of *“How you might use the selected resources to develop SD skills for your students”*

**Notes:** Prompt the participants to explore the selected 2 or 3 resources. Prompt them to be ready to discuss the question: *“How might you use the selected resources to develop SD skills for your students”.*

Provide 15 minutes if possible.

**Slide 32: Group Discussion**

*“How you might use the selected resources you reviewed to develop SD skills for your students”*

**Notes:** As time allows, ask for participants to quickly discuss what they reviewed.

Have each offer ideas for use. If they found they would not use the resource, could they recommend the type of situation where the resource would be helpful

**Slide 33: Take Away**

* Self-Determination has been associated with better Quality of Life and improved adult life outcomes
* Developing Self-Determination (SD) *requires:*
  + Instruction in targeted SD skills throughout the education years (and often beyond)
  + Frequent, systematic, planned opportunities to use the skills
  + Individualized support and accommodations as necessary

**Slide 34: Survey**

* Please take a few minutes to complete a short survey and provide feedback on the What Works for Work session information and resources.
* Need CEUs? Complete an [eight-question survey](https://www.surveymonkey.com/r/FS3Y7DZ) with 75% accuracy to receive a certificate of attendance.