Self- Determination Research and Resources

Handout

Resources are separated into three categories: articles, book/ manuals, and websites, resources listed in alphabetical order. Highlights for each resource are provided as well as web address or book catalog.

**Articles:**

[**A Randomized-Trial Evaluation of the Effect of Whose Future Is It Anyway? on Self-Determination**](https://www.researchgate.net/publication/235664273_A_Randomized-Trial_Evaluation_of_the_Effect_of_Whose_Future_Is_It_Anyway_on_Self-Determination)

by: Wehmeyer, Palmer, Youngsun Lee, Williams-Diehm, and Shogren

* https://www.researchgate.net/publication/235664273\_A\_Randomized-Trial\_Evaluation\_of\_the\_Effect\_of\_Whose\_Future\_Is\_It\_Anyway\_on\_Self-Determination
* Study looks at two different ways to teach middle or high school students self-determination skills.

[**Brief: Promoting Self- Determination Among Students With Disabilities**](https://vkc.vumc.org/assets/files/resources/psiSelfdetermination.pdf)

* authored by B. Cabeza, L. Magill, A. Jenkins, E. Carter, S. Greiner, L. Bell, and K. Lane. 04/2013
* https://vkc.vumc.org/assets/files/resources/psiSelfdetermination.pdf
* Promoting self-determination: A model for training Promoting self-determination among students with disabilities: A guide for Tennessee educators.

[**Casey Life Skills Assessment**](https://www.casey.org/casey-life-skills/)

* https://www.casey.org/casey-life-skills-resources/
* Casey Life Skills (CLS) is a set of free tools that assess the independent skills youth need to achieve their long-term goals. It aims to guide youth toward developing healthy, productive lives.

[**Effects of the Self-Directed IEP Delivered Using Computer-Assisted Instruction on Student Participation in Educational Planning Meetings**](https://journals.sagepub.com/doi/abs/10.1177/0741932511415864?journalCode=rsed)

by: Kelley, Bartholomew, Test

* http://journals.sagepub.com/doi/abs/10.1177/0741932511415864?journalCode=rsed
* Study highlights different technology assisted instruction to measure the most effective probe for self- determination.

[**Evaluating Self-Advocacy Strategy Instruction for Students with an Intellectual Disability Using an Interactive Hypermedia Program**](http://ijbssnet.com/journals/Vol_4_No_17_Special_Issue_December_2013/1.pdf)

by : A. Schelling and S. Rao

* http://ijbssnet.com/journals/Vol\_4\_No\_17\_Special\_Issue\_December\_2013/1.pdf
* Highlight key strategies for instruction on self- advocacy strategies

[**Self-Determination Guide: Results and Strategies from a Survey of Wisconsin Paraprofessionals**](https://web.waisman.wisc.edu/www/naturalsupports/pdfs/Self-Determination.pdf)

Authors: Martha Walter, Ashleigh Johnson, and Samantha Schomberg

* https://www2.waisman.wisc.edu/naturalsupports/pdfs/Self-Determination.pdf
* Additional resources and reader friendly strategies for self- determination.

[**The Self-Determined Learning Model of Instruction Teacher’s Guide**](https://beach.ku.edu/sites/default/files/SDLMI-Teachers-Guide_4-2017.pdf)

By Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000

* https://beach.ku.edu/sites/default/files/SDLMI-Teachers-Guide\_4-2017.pdf
* Enables teachers to give high quality lesson over many aspects of self- determination during class instruction

[**Self-Determination for Middle and High School Students**](http://www.ncset.org/topics/sdmhs/faqs.asp?topic=30)

* http://www.ncset.org/topics/sdmhs/faqs.asp?topic=30
* **ways that teachers and parents can provide opportunities for youth with** significant disabilities to develop self-determination skills

[**Self Determination: Supporting Successful Transition**](http://www.ncset.org/publications/viewdesc.asp?id=962)

By Christine D. Bremer, Mera Kachgal, and Kris Schoeller

* Tips for Parents and Professionals
* http://www.ncset.org/publications/viewdesc.asp?id=962
* Teaching Self- determination
* Student practicing self- determination

[**TAKE CHARGE for the Future**: **A Controlled Field-Test of a Model to Promote Student Involvement in Transition Planning (Powers et al., 2001)**](https://journals.sagepub.com/doi/10.1177/088572880102400107)

* http://journals.sagepub.com/doi/10.1177/088572880102400107
* Study on 43 youth with variety of diverse disabilities and the efficacy of instruction in self- determination.

**Books/ Manuals:**

[**Ask and Tell: Self Advocacy and Disclosure for People on the Autism Spectrum**](https://www.ocali.org/project/lending_library)

By Ruth Elaine Joyner Hane, Kassiane Sibley

* Available to borrow from the OCALI Lending Library. Feel free to connect with the [OCALI Lending Library](https://www.ocali.org/project/lending_library) to set up an account, free of charge for you. The lending library can be reached at 614-410-0321

https://www.ocali.org/project/lending\_library 

* Clear presentation of why people on the autistic spectrum need to become their own advocates and offers accounts form a wide variety of person who have wrestled with self- disclosure problems.

[**Promoting Self- Determination in Students with Developmental Disabilities**](https://www.ocali.org/project/lending_library)

By Wehmeyer, M.L., et al.

* Available to borrow from the OCALI Lending Library. Feel free to connect with the [OCALI Lending Library](https://www.ocali.org/project/lending_library) to set up an account, free of charge for you. The lending library can be reached at 614-410-0321

https://www.ocali.org/project/lending\_library 

* Volume reviews the breadth of available methods for teaching components of self- determination.

[**Self- Determination: Instructional and Assessment Strategies**](https://www.amazon.com/Self-Determination-Instructional-Assessment-Michael-Wehmeyer-ebook/dp/B00J5WOWXU)

By Michael L. Wehmeyer, Sharon Field

* https://www.amazon.com/Self-Determination-Instructional-Assessment-Michael-Wehmeyer-ebook/dp/B00J5WOWXU
* Research proven instructional techniques that empower student with disabilities to become their own advocate.

[**Opening Doors to Self- Determination.**](https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs-self-determination.pdf) Published by the Wisconsin Department of Public Instruction.

* https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs-self-determination.pdf
* Timeline for self- determination skills by grade level (9-12)
* Questionnaires for students

[**Project 10 transition wheel self-determination**](http://project10.info/files/TWSelfDeterminationv.7.8.13.Final2.pdf)

* http://project10.info/files/TWSelfDeterminationv.7.8.13.Final2.pdf
* Definition, history of Self- determination and many resources, PDF from Florida

[**Personal Preference Indicator PPI**](https://www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf)

* https://www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf
* Design by Center for Learning and Leadership at Oklahoma UCEDD enables planning teams to identify and focus on interest and preferences connected to choice making activities, Person Center Planning, and Self-Determination instructional efforts.

**Websites:**

[**Take 5 Self-Advocacy**](https://www.ocali.org/project/self-advocacy-pt1)

* https://www.ocali.org/project/self-advocacy-pt1
* Make your voice be heard! 3-part video series, Use proven strategies and techniques to direct your life’s journey. Listen to eight advocates as they speak about how they created the life they wanted!

[**The Charting the LifeCourse (CtLC)**](http://www.lifecoursetools.com/)

* http://www.lifecoursetools.com/
* framework was created to help individuals and families of all abilities and all ages develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live.

[**Sex Ed. For Self- Advocates!**](https://researchautism.org/sex-ed-guide/)

* https://researchautism.org/sex-ed-guide/
* Guide for sexuality and sex education resource written specifically for people on the autism spectrum age 15 and up.
* Nine sections of the guide, self-advocates will be able to read articles and watch brief videos before testing their knowledge about a given topic and practicing new skills.

[**Vote for Access**](https://www.blockbyblockcreative.com/vote-for-access)

* https://www.blockbyblockcreative.com/vote-for-access
* Dive-part video series addressing the problems with voting for people with disabilities, and some solutions that everyone should know about.

[**My Adventures in Youth Empowerment**](https://www.smore.com/w3m19)

* https://www.smore.com/w3m19
* A comic series for empowering transition age youth!
* We hope this resource will inform youth about youth empowerment, self-determination, self-advocacy and more.

[**BrainPop Free Health: Free lessons**](https://www.brainpop.com/health/freemovies/)

* https://www.brainpop.com/health/freemovies/
* [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/)

[**Do2Learn: JobTIPS**](http://do2learn.com/JobTIPS/)

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

[**Employment First (EF)-** **Tools for Multi Agency Team Transition Planning**](https://ohioemploymentfirst.org/view.php?nav_id=504)

* https://ohioemploymentfirst.org/view.php?nav\_id=504
* Evidence Based Practice and tools for person centered planning

[**FoolProof- Financial Education**](https://foolproof.directionscu.org/academy)

* https://foolproof.directionscu.org/academy
* [Modules](https://foolproof.directionscu.org/academy/high-schools) cover financial responsibilities for teens.

[**Got Transition**](https://www.gottransition.org/youth-and-young-adults/)

* https://www.gottransition.org/youth-and-young-adults/
* Youth and Families webpage promotes actions for youth to makes decisions about their own health care.

[**I’m Determined**](https://www.imdetermined.org/)

* www.imdetermined.org
* Video Gallery cover models and practices for self- determination behaviors

[**KU Beach Center on Disability website**](https://beachcenter.lsi.ku.edu/beach-self-determination)

* https://beachcenter.lsi.ku.edu/beach-self-determination
* Resources for individuals and families around supported decision making

[**Moving Students Forward- Student-led IEP PowerPoint Templates**](https://movingstudentsforward.org/student-led-iep-powerpoint-template/)https://movingstudentsforward.org/student-led-iep-powerpoint-template/

* PowerPoint template that students can use to help them share information during the IEP meeting.

[**National Technical Assistance Center on Transition (NTACT):**](https://transitionta.org/topics/secondary-education/self-determination/)

* https://transitionta.org/topics/secondary-education/self-determination/
* Lesson plans
* Evidence Based Practice literature and resources

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

* https://ohiomeansjobs.ohio.gov/wps/portal/gov/omj/for-students/explore-careers
* Student career interest survey
* Mock interview with self-record option

[**The University of Kansas: Why is Prompting Self- Determination Important?**](https://w3.ric.edu/sherlockcenter/sdlmi/promotingsd.pdf)

* http://www.ric.edu/sherlockcenter/sdlmi/promotingsd.pdf
* PPT Presentation, great visual models

[**Youthood.org**](https://www.youthhood.org/)

* https://www.youthhood.org
* Where childhood meets adulthood
* Builds on choice making, self- awareness, and responsibilities as a teenager

[**How2Life**](http://how2life.com/)

* http://how2life.com/
* Provides school districts, state organizations, and private social services organizations with educational content, resources, and technologies focused on the prevention of bullying, substance use/abuse/addiction, and self-harm, while promoting emotional well-being, life skills, positive character traits, and healthy life choices.

[**Zarrow Center for Self- Determination**](https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway)

* http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway
* Self- determination curriculum
* [Zarrow Center: Self-Determination Assessment Materials](http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools)
  + https://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools
* 8 [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.
  + https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning