

Slide 1



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Slide 2



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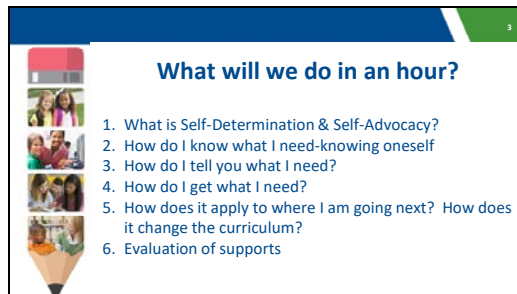
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Slide 3



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Slide 4

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### What is Self-Determination?

**Self –Determination** is defined by Ward, (1988) as referring to “both the **attitudes** which lead people to define **goals** for themselves and to their **ability** to take the **initiative** to **achieve** these goals”, (pg. 2).

Ward, M. (1988). The many facets of self-determination. National Information Center for Handicapped Children and Youth with Handicaps: Transition Summary, 5, 2-3.

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Slide 5

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### What is Self-Determination?

**Self –Determination**

- is believing you can control your own life choices by knowing about yourself.
- is a combination of attitudes and abilities to set goals.
- is making your own choices.
- is learning effectively to solve problems.
- is selecting support people/services.

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

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Slide 6

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### What is a word or phrase that comes to mind when we say self-advocacy ?

To learn more about Pear Deck



Students will be given a question

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Slide 7



A word cloud where the word "advocacy" is the most prominent. Other words include "self-advocacy", "communication", "needs", "wishes", "strengths", "listen", "opinions", "differ", "respect", "responsibility", "rights", "help", "question". To the right is the ABCya.com logo with the URL [http://www.abcya.com/word\\_clouds.htm](http://www.abcya.com/word_clouds.htm) below it. The number 7 is in the bottom right corner.

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Slide 8



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### What is self-advocacy?

Self-advocacy means taking the responsibility for communicating one's needs and desires in a straightforward manner to others.

It is a set of skills that includes:

- Speaking up for yourself
- Communicating your strengths, needs, and wishes
- Being able to listen to the opinions of others, even when their opinions differ from yours
- Having a sense of self-respect
- Taking responsibility for yourself
- Knowing your rights
- Knowing where to get help or who to go to with a question

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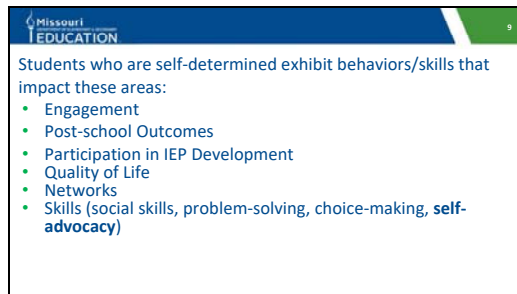
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Slide 9



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Students who are self-determined exhibit behaviors/skills that impact these areas:

- Engagement
- Post-school Outcomes
- Participation in IEP Development
- Quality of Life
- Networks
- Skills (social skills, problem-solving, choice-making, **self-advocacy**)

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Slide 10

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## First Things First: Knowing Oneself

**Discover:**

- strengths, weaknesses, needs, and preferences
- the disability and how to explain it to others
- options, supports, and expectations
- decide what is important

Adapted from: Hoffman, A., & Field, S. (2006). *Steps to self-determination* (2<sup>nd</sup> ed.). Austin, TX: PRO-ED

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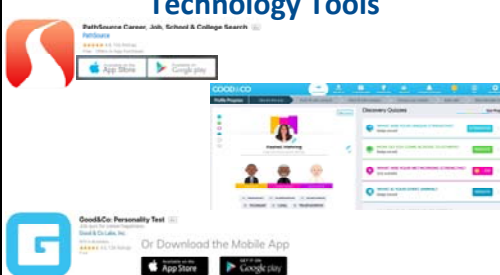
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Slide 11

## Technology Tools

PathSource Career, Job, School & College Research



Good&Beautiful Personality Test

Or Download the Mobile App

App Store | Google Play

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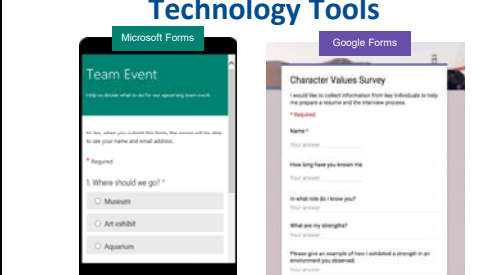
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Slide 12

## Technology Tools



Microsoft Forms: Team Event

Google Forms: Character Values Survey

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Slide 13

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### Communication

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What we say, how we say it, our body language and whether it is appropriate to the given situation are important for communicating our information, thoughts, ideas and feelings.

**Pragmatic Language**

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Slide 14

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### Verbal and Nonverbal Communication



- Facial Expressions
- Gestures
- Eye contact
- Body orientation
- Tone and volume
- Referencing

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Slide 15

### Communication: Tech Tools



What Would You Do in the Community, School, Home, Difficult Situations, All About Me, Practicing Pragmatics

Practice conversations, Answering phone, Using video to record answers and review

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Slide 16

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### How do I get what I need?

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**Who can I ask?**  
mentor, direct supervisor, HR, peer, parent/guardian

**Where can I go?**  
Internet  
Library  
Accessibility Office- college

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Slide 17

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### How do I get what I need?

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**What do I need to know?**  
cell phone numbers (texting)  
email addresses  
how to use QR codes  
how to use multiple email addresses, (school, personal)

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Slide 18

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### Learn how to use . . .

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**Presentation skills:**  
Powerpoint; Google Slides; Work Portfolio

**Organize information**  
Graphic organizers

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Slide 19



### Application: Tech Tools

- Lists
- Location based reminders
- Voice notes
- Presentation skills
- Collaboration
- Video modeling
- Social scripts
- Mindfulness and health apps
- Timers
- Visual Schedule

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Slide 20



### 3 Powerful Supports

1. Text to Speech
2. Dictation
3. Word Prediction

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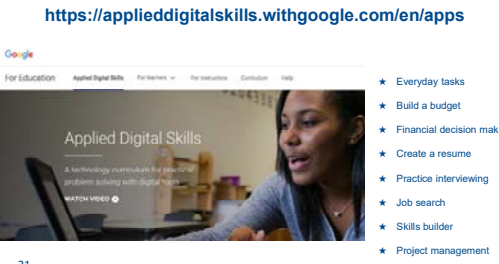
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Slide 21

<https://applieddigitalskills.withgoogle.com/en/apps>



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Slide 22

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## The tools for evaluating supports

Identify resources:  
no-tech  
low-tech  
high-tech



The screenshot shows the TxTools interface. On the left, there is a bar chart titled 'Tech Tool' with three bars representing 'No Tech', 'Low Tech', and 'High Tech'. The 'No Tech' bar is the longest, followed by 'Low Tech', and then 'High Tech'. On the right, there is a sidebar with navigation options: 'Home', 'My Tools', 'My Lists', 'My Favorites', 'My Recent', 'My History', 'My Settings', 'My Profile', 'My Account', 'My Support', 'My Feedback', 'My Help', 'My About', 'My Contact', 'My Privacy', 'My Security', 'My Terms of Service', 'My Privacy Policy', 'My Cookies Policy', 'My Accessibility', 'My Feedback', 'My Support', 'My Help', 'My About', 'My Contact', 'My Privacy', 'My Security', 'My Terms of Service', 'My Privacy Policy', 'My Cookies Policy', 'My Accessibility'.

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## Resources

- o Opening Doors to Self-Determination Skills, Wisconsin Department of Public Instruction (March 2013).
- o [www.studentledieps.org](http://www.studentledieps.org)
- o [www.cec-sped.org](http://www.cec-sped.org)
- o [www.imdetermined.org](http://www.imdetermined.org)
- o Morningstar, M.E., Lattin, D.L., Gaumer Erickson, A.S., Cantrell, L., Noonan, P.M. (Feb. 2010). Self-Determination & Student Engagement. Lawrence, KS: University of KS, Transition Coalition.
- o <https://zarrowcenter.ou.edu>
- o [www.dpi.wi.gov/sped/pdf/tranopndrs-self-determination.pdf](http://www.dpi.wi.gov/sped/pdf/tranopndrs-self-determination.pdf)
- o [www.aucd.org/ngsd](http://www.aucd.org/ngsd)
- o [www.pacer.org/transition/learning-center](http://www.pacer.org/transition/learning-center)

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Slide 24



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Questions? Please contact:  
Rashell Mehring; [rmehring@edplus.org](mailto:rmehring@edplus.org)  
Patti Stenger; [pstenger@edplus.org](mailto:pstenger@edplus.org)

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