

Self- Determination Resources

Area Wide Spring 2010

Centennial BOCES

Curriculum

1. A Student's Guide to the IEP and Technical assistance Guide: Helping Students Develop Their IEPs By: NICHY: The National Information Center for Children and Youth with Disabilities, P.O. Box 1492, Washington, DC 20013 800-695-0285

A brief overview of the IEP: Students learn what to do before, during, and after the IEP/Transition IEP meeting. These publications are most appropriate for middle and secondary students. They may be used with students functioning at independent and supported levels as well as with students participating in the general curriculum with accommodations.

2. Become Your Own Expert! Self-Advocacy Curriculum for Individuals with Learning Disabilities. By: Positive Learning Consultants, P.O. Box 202065
Bloomington, MN 55420 (952)854-4935

Teaches self-advocacy skills to secondary students with learning disabilities. Lessons taught include identifying students strengths and needs, learning styles, setting goals for school and post-school education and training, and classroom and workplace accommodations. The curriculum was designed as a one-semester course, and includes a student manual. It is most appropriate for students at the secondary level participating in the general curriculum with accommodations.

3. Choice Maker Self-Determination Curriculum: Choosing Employment Goals, Self-Directed IEP, Choosing Education Goals, choosing Personal Goals, Take action, and Choose and Take action. James E. Martin, Laura Huber-Marshall, Laurie Maxson, and Patty Jerman. Sopris West, 1140 Boston Avenue, Longmont, CO 80501 800-547-6747

Designed to teach students in general and special education to choose, express, and take action toward goals in all areas of their lives. Each component contains one or more videos, an instructional guide with lesson plans, student workbooks or replicable workshops, and student assessments. Choosing Employment Goals teaches students to set employment goals by considering their interests, skills, and limits. Self-Directed IEP teaches students to participate in and lead their own IEP meetings.

4. Dare to Dream Revised: A Guide to Planning Your Future Florida Department of Education, Bureau of Exceptional Education and Student Services. Education, Florida Education Center, Suite 622, Tallahassee, FL, 32399-0400 Email: cicbisc@flode.org

Designed for middle and secondary students with disabilities, the guide stresses student involvement in transition planning. It is an excellent pre-planning tool for students to identify their strengths, preferences, and needs in the areas of post-school adult living, employment, social and community areas. Students also develop their desired post-school outcome statement using the guide.

Curriculum Continued

5. It's My Life Preference-Based Planning for Self-Directed Goal Meeting Facilitator's Guide and Goal Planner's Workbook. Emilee Curtis; New Hats, Inc. HC 64 Box 2509 Castle Valley, UT 84532 (435)259-9400

Teaches students to take an active role in decision making, self-advocating, and developing their own plans and goals. Decks of over 100 cards suggest ways to have fun, learn, and continue to grow. The curriculum suggests strategies toward a shift from teaching to facilitating students' efforts to meet their goals.

6. Standing Up for Me: Florida Department of Education, Bureau of Exceptional Education and Student Services. The Clearinghouse/Information Center, Florida Department of Education, Suite 622, Tallahassee, FL 32399-0400 (850)245-0477

A curriculum designed to teach key self-determination concepts to students with disabilities. While most self-determination materials target middle and high school students, Standing Up for Me includes lessons and suggested resources for elementary, intermediate, middle and high school levels. The curriculum may be used for students at any functioning level; however, lessons will need to be significantly adapted for students functioning with significant cognitive disabilities.

7. Steps to Self-Determination and Next Steps to Self-Determination. Sharon Field and Alan Hoffman. Pro-Ed, 8700 Shoal Creek Blvd., Austin, TX 78757-6897 1-800-897-3202

A curriculum designed to promote student self-determination. Students develop an awareness of strengths, interests and needs, as well as rights and responsibilities. The curriculum also covers assertive communication, conflict resolution and problem solving. This curriculum may be used with middle and secondary students.

8. The Self-Advocacy Strategy for Education and Transition Planning. Anthony K. Van Reusen, Candace S. Bos, Jean B. Schumaker and Donald D. Deshler. Edge Enterprises, Inc. P.O. Box 1304 Lawrence, Kansas 66044 (785)749-1473

A motivational strategy students use to prepare for and participate in the IEP/Transition IEP meeting. Strategies teach students how to get organized prior to the meeting and communicate during the meeting. Students use the acronym I-Plan to remember the five strategy steps. This package is part of the Strategic Instruction Model from the University of Kansas.

Assessments

1. The Arc's Self-Determination Scale. Michael Wehmeyer and Kathy Kelchner. The Arc of the United States 1010 Wayne Avenue, Suite 650 Silver Spring, MD 20910 (301)565-5342

Designed for adolescents with cognitive disabilities. It is a student self-report format which may be administered to a group of students at one time, given the students' reading abilities are sufficient or there are enough support staff on hand to assist with reading and completion for non-readers. The scale is divided into four sections: autonomy, self-regulation, psychological empowerment and self-realization. The comprehensive assessment results in a student profile that provides data for decision-making regarding areas in which the student may benefit from instructional strategies or curriculum enhancement to build his or her self-determination skills. Reliability and validity testing were conducted on this assessment.

2. ChoiceMaker Self-Determination Assessment. James E. Martin & Laura Huber Marshall. Sopris West 1140 Boston Avenue Longmont, CO 80501. 1-800-547-6747

A curriculum-based assessment and planning tool designed for middle and secondary students functioning primarily at independent and supported levels. The assessment questions are correlated to the ChoiceMaker Self-Determination Curriculum objectives.

3. Self-Determination Knowledge Scale. Alan Hoffman, Sharon Field, and Shlomo Sawilowsky. Pro-Ed, 8700 Shoal Creek Blvd., Austin, Texas 78757-6897 1-800-897-3202

This assessment is based on the Steps to Self-Determination Curriculum. The scale measures the student's self-determination knowledge in relation to the lessons taught in the curriculum. The required reading level is approximately 5th grade. The scale had undergone both reliability and validity testing with expertise provided by multiple state and national review panels.

4. The Self-Determination Profile: An Assessment Package. Emilee Curtis. New Hats, Inc. HC 64 Box 2509 Castle Valley, UT 84532 (435)259-9400

A component of the New Hats curriculum designed to assist youth and adults with disabilities with preference-based planning. Summary sheets are provided for students and directions are provided for facilitators.

5. AIR Self-Determination Assessment. <http://education.ou.edu/zarrow/?p=38&z=3>
University of Oklahoma Zarrow Center, SC Bldg 4, Suite 119 555 Constitution Norman, OK 73019

The American Institute for Research (AIR) in collaboration with Teachers College, Columbia University in New York City, developed the student, parent, and educator versions of the AIR Self-Determination Assessments. Assessments are free of charge and can download at: <http://education.ou.edu/zarrow/?p=38&z=3>

6. Harding University Academic Services Center C.I.T.E. Learning Styles Inventory
Web copy: <http://www.harding.edu/arc/pdf/cite.pdf>

How do I learn? Very simple learning styles inventory. Easy reading level.