

Miami-Dade County Public Schools
Division of Exceptional Student Education
Self-Determination Curriculum
Train-the Trainer
Spring 2005

Florida Curriculum

- Recognized by the Office of Special Education Programs, United States Department of Education as an exemplary state model addressing self-determination in the field of special education
- Developed for the Florida Department of Education
- Used statewide
- Comprehensive
- User friendly

What Is Self-Determination?

Taking control and making decisions that affect one's life

- Self-determination helps students with disabilities:
 - Make their own choices
 - Set their own goals
 - Manage their own lives
 - Participate in decision making

Why Teach Self-Determination Skills?

- To increase involvement of students in the planning of their education and lives
- To teach students self-advocacy skills necessary to be successful, independent adults
- To teach students how to set goals and to develop a plan for accomplishing goals

Advantages of Teaching Self-Determination

Teacher

- Provides student input about interests, strengths, needs, and goals
- Can be used for educational planning and development of IEP's

Student

- Encourages involvement and ownership in educational decision making

Parent

- Student involvement encourages more active parental involvement and interest

Goals of Standing Up For Me

By learning self-determination skills at a young age, students will:

- Become more willing to participate in their IEP meeting
- Develop a better understanding of their unique needs and skills
- Be better able to stand up for themselves regarding their IEP's and other decisions

Major Sections of Standing Up For Me

- User's Guide
- Scope and Sequence
- Correlation with Sunshine State Standards and Sunshine state Standards for Special Diploma
- Primary Lessons
- Intermediate Lessons
- Middle School Lessons
- High School Lessons

Purpose of Standing Up For Me

To help students with disabilities:

- Understand the IEP process
- Actively participate in IEP meetings
- Take an active role in the implementation of their own IEPs and educational program

Curriculum Objectives

- Identify the primary components of an IEP and understand his/her own IEP
- Identify his/her own strengths and needs
- Provide input regarding educational decisions and the development of his/her IEP
- Learn personal and IEP goal-setting skills
- Learn advocacy skills needed to participate in decisions regarding all aspects of his/her life
- Develop self-determination skills needed to express needs and access services
- Learn skills associated with participating in the directing his/her own IEP meeting

Definition of Terms

- Self-Advocacy- speaking and acting on behalf of one's self
- Self-Determination- taking control and making decision that affect one's life
- Self-Directed IEP- the process in which students actively participate in, and may even lead/facilitate, their own IEP meeting
- Transition IEP- an IEP that focuses on transition from school to post-school adult living

Organization of Curriculum

- Primary (grades K-2)
- Intermediate (grades 3-5)
- Middle School (grades 6-8)
- High School (grades 9-12)

All levels include:

- Understanding the IEP
- Self-Directed IEP Skills
- Follow-Up

Understanding the IEP

*Provides an overview of the IEP and
Introduces self-determination skills
including:*

- Understanding individual strengths and needs
- Setting individual goals

Self-Directed IEP Skills

- Focuses on introducing students to their roles as active participants in the IEP process
- Helps students understand and prepare for their IEP meetings
- Includes summary of Self-Directed IEP process

Follow Up

Activities completed after the IEP meeting include:

- Evaluation
- Thanking participants
- articulation

Lesson Components

- Objective
- Materials- if appropriate
- Procedure
- Resources- if appropriate
- Correlation to ChoiceMaker (self-directed IEP lessons- high school only)

Strategies for Use of Curriculum

- Individual or combination of lessons
- Flexibility to teach all or selected lessons in a section
- Lessons can be introduced by any instructional staff member, including teacher, counselor, behavior management teachers, etc.
- Flexibility to use lessons from higher or lower levels to better meet the needs of the students

Integration with Existing Curriculum

- Social Personal
- Unique skills
- Learning Strategies
- Exploratory education
- Career development
- Supplemental activity in language arts, English, social studies

Parent Involvement

- Inform them of what you are working on so they can reinforce it at home
- Some lessons include home activities to involve parents

High School Correlations

- Self-Directed Transition IEP lessons are designed to be used with ChoiceMaker Instructional Series: Self-Directed IEP.

□ www.sopriswest.com

11 Steps of Self-Directed IEP ChoiceMaker Instructional Series

- 1. Begin meeting by stating the purpose
- 2. Introduce everyone
- 3. Review past goals and performance
- 4. Ask for others' feedback
- 5. State your school and transition goals
- 6. Ask questions if you don't understand
- 7. Deal with differences in opinion
- 8. State what support you'll need
- 9. Summarize your goals
- 10. Close meeting by thanking everyone
- 11. Work on IEP goals all year

Revised ESE Rules

- For students age 14 or older, the IEP team must consider the need for instruction in or the provision of information about the area of self-determination.

Self-Determination Activities

- Self-determination activities are designed to assist the student to actively and effectively participate in IEP meetings and to self-advocate when necessary. Documentation of this would appropriately appear in the present level of educational performance statement, the annual goals and benchmarks, as a statement of supplemental aids and services, or in any other manner deemed appropriate by the IEP team.

Self-Determination Resources

- Standing Up For Me
- Annual Self-Determination Checklist
- Dare To Dream Revise
- A Student's Guide To The IEP
- M-DCPS ESE Transition Website
- A Legal Guide for New Adults

Help Hotline

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