

Self-Determination Infused Curriculum

Self-Determination is required for
all special education students by
IDEA 2004

**SPED Transition Services Compliance
Procedures Meeting**

SPED Program Specialist: High Schools
December 2007

SELF-DETERMINATION

- Self-determination activities are designed to assist the student to ...

**actively and effectively
participate in IEP meetings
and to self-advocate,
as necessary.**

Self-Determination Skills

- **Goal Setting**
- **Decision Making**
- **Expression of Interests**
- **Knowledge of Personal Abilities**
- **Management of Their Own Lives**
- **Make a Smooth Transition to Adult Living**
- **Understanding Strengths and Weaknesses**

**OPPORTUNITIES TO USE
THESE SKILLS
MUST BE PROVIDED.**

Self-Determination Resources

- **Standing Up for Me ***
- **A Student's Guide to the IEP ***
- **Dare to Dream, revised ***
- **Transition Planning for Students with Disabilities: A Guide for Families ***
- **M-DCPSs Annual Self-Determination Checklist**
- **M-DCPSs Annual Modified Self-Determination Checklist**
- **Self-Determination 9-12 (Course Number 7963140)**

* Available from The Clearinghouse Information Center,
www.fldoe.org, cicbbiscs@fldoe.org, 850-245-0477 or fax
850-245-0987

Transition Services brochure, p.5

- Self-Determination helps students ...
- Self-Determination Resources ...
- Self-Determination Priority Educational Needs (PENS)

DARE TO DREAM

- This student book contains many activities designed to help students make good decisions that will affect their entry into adult life. It is designed to help students plan their desired post-school outcomes. It assists students in making those decisions that turn their dreams into reality.
- “Dare to Dream” is available free of charge from the Clearinghouse, Florida Dept. of Education.

9 STRATEGIES TEACHERS MUST HAVE FOR EFFECTIVE DREAM BUILDING

- Strategy 1 – Have high expectations for students;
- Strategy 2 -- Prepare students for their Basic Transition IEP meetings;
- Strategy 3 – Allow students to make important decisions about the Transition IEP meeting, including who should participate, the location of the meeting, and the time of the meeting;
- Strategy 4 – Expand your own ideas about what is possible;

9 Dare to Dream Strategies

continued

- Strategy 5 – Based on input from the student, involve community members as participants on Transition IEP teams;
- Strategy 6 -- Encourage students to attend transition fairs (college nights, agency fairs, job fairs, etc.) or other information gathering events and help them prepare for their participation;
- Strategy 7 – Use performance-based assessment to document student achievement;

9 Dare to Dream Strategies

continued

- Strategy 8 – Focus on supports rather than programs (how not if questions); and
- Strategy 9 – Provide opportunities for students to explore their community and career interests.



STANDING UP FOR ME CURRICULUM

- Available in schools
- Created by The Transition Center at the University of Florida –
<http://www.thetransitioncenter.org>
- Designed for primary grades through high school
- Designed to assist students to be involved in decision-making about their futures and their own Transition-IEP meetings
- Required by IDEA 2004 and Florida DOE

Standing Up for Me

This curriculum is a sequenced process that encourages students to:

- Make decisions / choices
- Establish goals and evaluate progress toward achieving those goals
- Use self-determination skills
- Actively participate in the entire IEP process to the extent possible

People Who are Self-Determined:

- Understand their own strengths and needs
- Make choices
- Establish goals
- Work toward goal achievement
- Practice self-advocacy
- Make decisions
- Take responsibility
- Use appropriate communication skills
- Manage their own behavior

When Should / MUST Self-Determination Begin ?

- Self-determination skill development must begin as early as possible, preferably when the student starts school.
 - Elementary
 - Intermediate
 - Middle
 - High School
- Where skills developed at one level are used to sequentially build skills at the next level.
- Skills are correlated to the SSS.

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.

NOTE: New skills are added at each successive level.


Lesson Components

- Objective
- Materials – if appropriate
- Procedure
- Resources – if appropriate
- Accompanying overheads and handouts follow each lesson

Self-Directed Transition IEP Skills

- Presenting Yourself
- Writing Invitations
- Being Present
- Reviewing Past Goals & Performance
- Transition IEP Post-School Outcome
- Transition Service Needs
- Transition IEP Goal Setting
- Advocacy Skills
- Advocacy Linkages
- Putting It ALL Together

SELF-DETERMINATION T-IEP – Levels of Participation

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- LEVEL 1 – Student presents information about or reads from his Transition Plan.
 - LEVEL 2 – Student explains his/her disability, strengths and weaknesses (present levels of performance), needed accommodations, presents Level 1 information, and may suggest new T-IEP goals.
 - LEVEL 3 – Student leads T-IEP meeting, including Levels 1 & 2 responsibilities, introductions and closings.

Based on Choicemaker Curriculum

T-IEP PROCEDURAL STEPS

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

RESOURCES AVAILABLE TO YOU!

- The Clearinghouse Information Center, www.fldoe.org, cicbbiscs@fldoe.org, 850-245-0477 or fax 850-245-0987
- PDA-ESE (Professional Development Alternatives for Exceptional Student Educators)
- Transition 101: Standing Up for Me – workshop presented by FDLRS-South.

PDA-ESE

- On-line training modules designed to deliver specialized training for teachers with disabilities
- Modules correlated to competencies used to develop ESE certification
- Self-paced learning, assessment and facilitator feedback, through on-line instruction
- Most modules are worth 60 in-service points (3 credit hours for those teaching out-of-field)

PDA MODULES

- Foundations of Exceptional Student Education
- Assessment and Evaluation
- Instructional Practices
- Positive Behavior Support
- Language Development and Communication
- Interpersonal Interactions and Participation (30 points only)
- **TRANSITION**

CONTACT

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Transition 101: Standing Up for Me

- Available through FDLRS-South
- Scheduled workshops for spring
- Available for your Region or school

CONTACT:

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