

## Practical Strategies for Helping Your Son or Daughter Learn Self-Determination Skills

- Provide opportunities for your son or daughter to learn about his or her disability.
  - Help your son or daughter identify other successful people with disabilities.
  - Encourage your son or daughter to discuss his or her disability.
  - Share information with your son or daughter on ways other people with similar disabilities have been able to meet with success (e.g., getting help from others, using pictorial charts, using note takers, using assistive technology).
- Review graduation requirements and diploma options.
  - Obtain the brochure, *The Florida Sunshine State Standards and Students with Disabilities: What parents need to know*, Product #ESE 10487A, available from the Florida Department of Education Clearinghouse Information Center and review the information with your son or daughter.
  - Obtain *Diploma Decisions for Students with Disabilities: What parents need to know*, Product #ESE 10521, and review the information with your son or daughter.
  - Obtain information on your school district's graduation requirements and discuss the requirements with your son or daughter.
  - Find out what diploma options your school district offers.
  - Discuss the diploma options and post-school outcomes.
  - Contact your guidance office for scholarship information.
  - Review scholarship requirements and status annually to make certain required courses are completed and tests such as the ACT/SAT are taken and passed.
- Provide opportunities for your son or daughter to explore post-school options (e.g., employment, vocational/technical schools, community colleges, universities, living arrangements, recreation and leisure, and community service).
  - Encourage your son or daughter to participate in paid and/or non-paid work experience to explore employment options.
  - Allow your son or daughter to visit different settings and discuss post-school opportunities (e.g., work sites, vocational/technical schools, community colleges, universities).
  - Encourage your son or daughter to explore his or her desired career (e.g., Internet research, interviews with persons employed in your son or daughter's desired career).
  - Use newspapers, apartment guides, and real estate guides to discuss the differences in renting, leasing, buying a home and the costs of these options.
  - Have your son or daughter identify recreation and leisure activities within his or her community that provide opportunities for fun (e.g., bowling, movies, fishing, swimming).
  - Encourage your son or daughter to participate in community service options (e.g., hospital volunteers, mentors, Big Brothers/Big Sisters).

- Support your son or daughter in developing his or her own desired post-school outcome statement.
  - Have your son or daughter complete *Dare to Dream Revised*, Product #ESE 10583.
  - Let your son or daughter write, draw, or identify pictures that describe his or her desired post-school outcome.
- Encourage your son or daughter to identify his or her strengths and needs.
  - Have your son or daughter develop written or picture charts to show his or her strengths and needs in the transition services activity areas (e.g., Instruction, Employment, Related Services, Community Experiences, and Post-School Adult Living).
  - Have your son or daughter identify academic strengths and needs by reviewing his or her classes.
- Explain accommodations and modifications.
  - Consider using the guide, *Accommodations and Modifications: What parents need to know*, Product #ESE 10753, to help your son or daughter understand what accommodations he or she may be able to use.
- Review Transition IEP goals.
  - Provide your son or daughter with a copy of his or her previous Transition IEP.
  - Provide opportunities for your son or daughter to identify and discuss progress on his or her Transition IEP goals.
  - Provide opportunities for your son or daughter to develop his or her own Transition IEP goals based on his or her identified post-school outcome statement and strengths and needs.
- Support your son or daughter in writing personal letters of invitation for teachers and agency personnel to attend his or her Transition IEP meetings. (This does not replace the required Notice of Conference sent by the school.)
- Conduct mock Transition IEP meetings. (Assist your son or daughter with role-playing meetings.)
- Assist your son or daughter with developing a portfolio which consists of an updated Transition IEP, copies of birth certificate, social security number, assessment scores, psychological testing, learning style, Grade Point Average, class rank, honors or awards, work evaluations, work experiences, and other related information.

For additional information on teaching self-determination skills to your son or daughter, contact Sheila Gritz, Senior Training Specialist, The Transition Center at the University of Florida, at (386) 792-3747 or e-mail: [chaos@alltel.net](mailto:chaos@alltel.net)

To access referenced products, contact the Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education, as follows:

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