



Self-Determination Self-Advocacy

First Steps to Transition

UT Center for Literacy, Education, and Employment 2014

Introductions

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The Tennessee Department of Education, Division of Special Education and the Boling Center for Developmental Disabilities

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www.uthsc.edu/bcdd/

www.tennessee.gov/education/speced/

Transition – Indicator 13

Percent of youth with IEPs aged **16** and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority." (20 U.S.C. 1416(a)(3)(B))

State of Tennessee – Age 14

Self-Advocacy & Self-Determination

- o Self-Advocacy is speaking for oneself.
- o Self-Determination is a journey of developing skills and abilities to be in control over one's own circumstances.
- o Self-Determined people are their own advocates.

Imagine Enterprises

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What is Self-Determination?

- o Both person-centered and person-directed
- o A process that is different for each student in order for them to create a personally meaningful life.
- o It acknowledges the right of students to take control of their lives.

Self-Determination Research

Students who have self-determination skills have a stronger chance of being successful in making the transition to adulthood, including employment and independence.

(Bremer, Kacgal, and Schoeller, 2003)

There are five principles of Self-Determination

- o Freedom
- o Authority
- o Support
- o Responsibility
- o Confirmation

Self-Determination



- o Gives us direction about career interests
- o Helps us share support and resources

Self-Determination Outcomes

- o self-advocacy
- o decision-making
- o problem solving skills
- o listening skills
- o goal setting skills
- o personal exploration activities
- o leadership development
- o career plan development

Self-Advocacy is:

- o Speaking up for yourself
- o Having confidence in your abilities
- o Being able resolve conflict or problems appropriately

To Make Self-Advocacy Work:

- o You must have key people to work with the students to create opportunities for growth.
- o Youth need to know themselves and understand how their disability might affect academic learning, relationships, employment, participation in their communities, and need for supports.

(Bremer, Kachgal, and Schoeller, 2003)

The Self-Determination Curriculum empowers students to:

- o Identify their career interests, preferences, and skills.
- o Advocate for their career interests, preferences, and skills in their IEP meetings regarding their transition service needs and services.
- o Make their career interests known to post-secondary institutions, community providers, and employers.

Self-Advocacy Training Objectives

Students will:

- o Establish a better understanding of their personal skills and behaviors
- o Seek help from others when necessary

Purpose of Sessions

Student will develop skills in:

- o Self-Discovery
- o Empowerment
- o Speaking up for themselves
- o Making their own decisions

Self-Advocacy Curriculum

◦ REVIEW CURRICULUM

Best Practices

- Students need to understand their disability and how it affects them in every aspect of their life.
- Students need to know what accommodations they need in order to be successful in school and in the workplace.
- Students need to know their rights under IDEIA, Section 504 of Rehabilitation Acts and the Americans with Disabilities Act (ADA).
- Students need to be trained in self-determination and self-advocacy.
- Students need to start the self-determination and career planning process in middle school.
- Students need to participate in and facilitate their IEP meeting.



Personal Brochure

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Questions

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