**Session Ten:**

**Self-Advocacy and Self-Determination**

**Overview**

 The research on Self-Advocacy and Self-Determination goes back at least 20 years and states that students with these skills are more likely to be in engaged in post school employment and independent living. However, most educators do not explicitly teach the skills associated with these two evidence based practices. A promising trend that some districts have promoted is the use of curriculums that teach students how to lead their own IEP meetings. Some of the skills associated with these two practices are choice making, problem solving, goal setting and attainment, self-instruction and self-awareness. In this section you will learn more about these skills, ways to incorporate into the daily curriculum and have an opportunity to explore some of the resources to teach these skills. Parents and educators often fail to provide opportunities for students with disabilities to practice these skills and participants will have time to discuss how these opportunities can be provided. One example is giving students practice in choice and decision making in a citizenship class within the context of voting and participation in the political process. Self-Determination is also one of the Evidence Based Predictors for post school success and is highlighted in the final session of this series.

**Materials to Enhance Learning and Activities**

1. **04: Evidence Based Practices (Handout)** Ohio Employment First Evidence Based Practices for Transition Youth. Download from Session 10 website or at this [link](https://www.ocali.org/up_doc/evidence_based_practices_for_transition_youth_2018_-_accessible.pdf): https://www.ocali.org/up\_doc/evidence\_based\_practices\_for\_transition\_youth\_2018\_-\_accessible.pdf
2. **05: Development of SD Skills (Handout)** Development of Self-Determination skills. Download from Session 10 website.
3. **06: Skill Areas Associated with SD (Handout)** Skill areas associated with Self-Determination. Download from Session 10 website.
4. **07: Research and Resources for Self Determination.** Research and Resources for Self-Determination. Download from Session 10 website.

**Activities Overview**

Several of the resource materials listed above will be used in some of the suggested activities in this module. While there are multiple options for activities, in most situations, the facilitator should prioritize those activities that are most important and be prepared to eliminate or streamline the other activities.

**Slide #2**. REVIEW. Locate Self Advocacy, Self Determination overview in **04: Evidence Based Practices (Handout)** Ohio Employment First Evidence Based Practices for Transition Youth.

**Slide #3.** DISCUSSION. Facilitate a brief discussion on how participants view the terms “Self-Determination” and “Self-Advocacy”. Summarize the discussion using the words on Slide #3. Slide #4 -#7 describe the context for these terms through the lens of Evidence Based Practices.

**Slide #6.** BRIEF DISCUSSION OR REFLECTION**.** After reviewing the slide, ask the participants to reflect and comment on the opportunities that exist in their programs that support the development of these skills. Example: Are there discussions about behavior and consequences, citizenship, civil rights, and sexuality?

**Slide #9**. FEEDBACK. Review **05: Development of SD Skills (Handout)**. (This table is adapted from **Promoting Student Self Determination Skills in IEP Planning** *by Wood, Karvonen, Test, Browder, Algozzine).* Ask for comments from participants. Have they had the opportunity to address some of these skills within their current programs?

**Slide #11**. SMALL and Large GROUP DISCUSSION. Facilitate a discussion. “Do you agree with the first 2 statements on the slide?” Small group or whole group discussion and identification of barriers. No specific right or wrong answer. The next slide will provide several reasons that studies have found to be barriers to educating and promoting self-determination.

**Slide #12.** BRIEF COMMENTS. Facilitators: After the discussion on the previous slide, review the bulleted items on this slide. Assure participants these barriers are not true of all professionals working with youth with disabilities. However, studies have found these to be the responses of many educators. Acknowledge that addressing self-determination can take time and planning, thus requiring a team. Targeting specific components and working systematically can make the process manageable and produce results.

**Slide #13.** REVIEW RESOURCE AND FEEDBACK. This article helps surface some ideas to address barriers on previous slide. Have participants review a section and provide feedback or comments.

**Slide #14 and #15**. ACTIVITY AND SMALL GROUP DISCUSSION. **06: Skill Areas Associated with SD (Handout)**. Consider the skill areas or components of self-determination listed on the handout. Using partners or small groups, select (or facilitator assign to obtain more variety) one or two components. Identify as many opportunities currently available in the curriculum or course of study where students may learn about, receive instruction and/or access an opportunity to practice skills related to the specific component.

Each group will share 1-2 of their most innovative ideas.

**Slide #16.** EMPHASIZE. Facilitator to draw attention to the three aspects of EBP outlined on the slide. A complete SD strategy will contain all components.

**Slides #18.** BRIEF DISCUSSION AND REFLECTION. Facilitators can pace the review of the materials and resources on Slides #19-#30 based on time and group interest. As facilitator, make a few comments about each resource that may highlight a unique aspect, an idea for use or a strength of the resource. Remind the participants to select 2 or 3 of the resources that they will look at further after the review of all the resources. Prompt them to be ready to discuss the question: *“How might you use the selected resources to develop SD skills for your students”*

**Slides #19- #30.** EXPLORE. As time permits, look at each resource on each slide. Click on hyperlinks to show the resources. *All images on the slides are hyperlinked to the resource website*. If time is limited, select several to link to and encourage participants to review some of those resources that were not explored as a whole group during the activity time that follows.

**Slide #30.** EMPHASIZE and DOWNLOAD **07: Research and Resources for Self Determination.** Call out the *Research and Resources for Self-Determination* document on the Session 10 website. Explain that this document is a resource sheet that includes all the resources review on the slides as well as others that have been found to be helpful. The document contains active hyperlinks for each resource.

**Slide #32.** GROUP DISCUSSION. As time allows, ask for participants to quickly discuss what they reviewed. Have each offer ideas for use. If they found they would not use the resource, could they recommend the type of situation where the resource would be helpful.

**Slide #34.** SURVEY. Please take a few minutes to complete a short survey and provide feedback on the What Works for Work session information and resources.

Need CEUs? Complete an [eight-question survey](https://www.surveymonkey.com/r/FS3Y7DZ) with 75% accuracy to receive a certificate of attendance.