Standing Up for Me!
Strategies for Teaching Self-Determination Skills
# Activity KWL

## Self-Determination

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<td><strong>What do you already know?</strong></td>
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Developed for the Florida Department of Education

Developed by:
Elizabeth Cooper, Exceptional Student Education Supervisor
Frank Roder, Behavior Specialist, Marchman Technical Education Center
Debora Wichmanowski, Teacher of Trainable Mentally Handicapped, Marchman Technical Education Center
Stacey Yeretzian, FDLRS Gulfcoast, Learning Resource Specialist

Training Consultant:
Todd Cluff, Supervisor of Staff Development

District School Board of Pasco County
Objectives

Participants will:

- identify self-determination skills as they relate to the TIEP process.
- learn strategies to encourage students to demonstrate necessary self-determination skills and participate in their IEP meetings.
- describe the key concepts introduced in DARE to DREAM and in the *Standing Up for Me* curriculum.
Teacher Assignment Scenarios

- Divide into groups 5 groups of 5. Pass out your cards face down. You will have a pair or two in your group that will read/share the same card.

- Now write on a sticky note your first immediate reaction to the information on the card.....

- Let’s Process this experience!
Transitions in Our Lives.....

1. Think back to a major life transition your group has all experienced.
2. What were you feeling during that transition?
3. Did the transition affect those around you?
4. What obstacles did you have to overcome?
5. What prepared you for dealing with it?
6. What kind of supports did you need from family, friends and people or who were paid to assist you.
A coordinated set of activities for a student with a disability that:

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post-school activities.

including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation, and
Definition of Transition Services

2. Is based on the individual student’s needs, taking into account the student’s preferences, interests; and

3. Includes:

   a. Instruction
   b. Related services
   c. Community experiences
   d. The development of employment and other post-school adult living objectives; and
   e. If appropriate, acquisition of daily living skills and the provision of a functional vocational evaluation and
4. Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education.

6A-6.03411
No Longer Required for Students Ages 14 and 15 (new)

- Desired Post-School Outcome Statement.

- Instruction or the provision of information in the area of self-determination
Notice: Ages 14 and 15 (new)

- Must indicate that a purpose of the meeting will be
  - identifying transition services needs of the student
  - and that the district will invite the student.

6A-6.03028(3)(b)4.
Student Participation (new)

- In all cases where a purpose of the meeting will be the identification of the student’s transition services needs or consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals.

- If the student does not attend the IEP meeting to identify transition services needs or consider postsecondary goals and transition services, the school district shall take other steps to ensure that the student’s preferences and interests are considered.
During the student’s 8th grade year of the school year of the student’s 14th birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma.
Content: Ages 14 and 15

- IEP Teams shall begin the process of identifying transition service needs of the students with disabilities beginning no later than age fourteen (14), so that needed postsecondary goals may be identified and in place by age sixteen. (16)
No Longer Required for Students Ages 16 and Older (new)

- Identification of an IEP team member or designee to follow-up with agencies and verify the provision of services by other agencies to the student.

- No services needed statement for transition services (instruction, related services, community experience(s), employment, post-school adult living, and if appropriate daily living skills and functional vocational evaluation)

Best Practices Only
Notice: Ages 16 and Older

(new stronger words)

- Must indicate that a purpose of the meeting will be
  - consideration of postsecondary goals and transition services for the student
  - that the district will invite the student
  - and identify any other agencies that will be invited to send a representative to the meeting
Agency Participation
(extent appropriate)

- To the extent appropriate and with the consent of the parents or a student who has reached the age of majority, the school district shall, invite a representative of any participating agency that may be responsible for providing or paying for transition services.

- Parental consent or the consent of the student (age of majority) must also be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.
To invite an agency to an IEP meeting, “…a separate consent must be obtained from the parents or a child (age of majority) for each IEP Team meeting, conducted in accordance with 34CFR…, before a public agency can invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the meeting.”
Content: Ages 16 and Older…

- **Measurable postsecondary goals** based on age-appropriate transition assessment
  - Training and Education
  - Employment
  - Independent Living (where appropriate)

**Annual goal(s) or short-term objectives or benchmarks** that reasonably enable the student to meet postsecondary goals
Stop and Talk

What assessments are you already using?

Which assessments does our district have available for use with all students?

Let’s look on the internet:

www.facts.org
Content: Ages 16 and Older

- **Transition services (including courses of study)** to assist the student in reaching those goals.

- **Instruction or the provision of information in the area of self-determination**
If a participating agency responsible for transition services, other than the school district, fails to provide the transition services described in the IEP, the school district shall reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
Reevaluation and Summary of Performance

- Reevaluation is not required for a student before the termination of eligibility due to graduation with a standard diploma or exiting from school upon reaching the student’s twenty second birthday (22).

- The district must provide the student with a summary of academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the postsecondary goals.
The Transition IEP for a 17 year old includes a statement that the student has been informed of the rights that will transfer at age 18.

A separate and distinct notice of the transfer of rights was provided closer to the time of the student’s 18th birthday.
Resources:

- Project 10 [www.project10.info](http://www.project10.info)
- FDOE, Bureau of Exceptional Education and Students Services website [www.fldoe.org/ese](http://www.fldoe.org/ese)
Carousel Walk

- **Directions:**
  - Number off 1-6. Line up at your number with marker. Choose a *recorder*. Chart responses for 1 minute.
  - Move to the music to your next question and so on and so forth.
  - Choose one team member to *report* responses for the last question to the whole group.
With a partner
IEP Activity

• describe the last IEP meeting you attended (including who was present)

• describe how input was obtained from the student
What Is Self-Determination?

By including students in meetings regarding educational decisions, we convey that they are:

- capable
- significant
- able to impact decisions through their input
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
Self-Advocacy

- Self-advocacy is defined as the ability to speak and act on behalf of one’s self and is an important skill for students in school settings, including Transition IEP meetings, and in post-school adult life.

- It is one component of self-determination.
Self-Advocacy

- IDEA – Entitlement
- ADA/504 – Eligibility

- Postsecondary Education and Employment
  - Students must self-identify, prove services are needed, and self-advocate for necessary accommodations. A comprehensive Summary of Performance will assist a student with meeting requirements to receive services in postsecondary institutions.

- Employment
  - Students should be taught to request feedback.
  - Students should self-evaluate/self-monitor.
Dare to Dream Revised

- Where do I want to live?
- How will I get around in my community?
- What job do I want to have?
- What do I want to do in my leisure time?
- My social activities/relationships will be?
- How will I give back to my community?
Dare to Dream for Adults

- Introduction (identifying strengths, talents, likes, dislikes, needs)
- Creating Your Network (list of contacts)
- Making Connections (computer, letter, phone, newspapers)
- Choosing Employment and a Career
- Choosing Postsecondary Education
- Building Relationships
Dare to Dream for Adults

- Finding Hobbies and Interests
- Choosing a Place to Live and Transportation
- Managing Finances
- Managing Medical Needs
- Giving to Your Community
In your group discuss and Chart/Identify:

- **Advantages** of having students participate in the Self-Directed IEP process
- **Barriers** to implementing Self-Directed IEPs with students
- **Strategies** to overcome these barriers

(Leave blank at this time.)
Standing Up For Me

"WHAT YOU CALL 'STANDIN' UP FOR MY RIGHTS', SHE CALLS 'SASSIN' BACK!'"
Standing Up for Me Curriculum
Advantages of Teaching Self-Determination

**Teacher**
- Provides student input about interests, strengths, needs, & goals
- Can be used for educational planning and development of IEPs

**Student**
- Encourages involvement and ownership in educational decision making

**Parent**
- Student involvement encourages more active parental involvement and interest
Parent Involvement

- Parent awareness meeting
- Parent letter
- Ongoing home activities

Let’s look at User’s Guide ppgs.6/7 and ppgs. 17-23.
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
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 meetings
- develop a better understanding of their unique needs & skills
- be better able to stand up for themselves regarding their IEPs and other decisions
Major Sections of Standing Up for Me

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

- Purpose
- Curriculum Objectives
- Definition of Terms
- Organization of Curriculum
- Lesson Components
- Strategies for Use of Curriculum
- Integration with Existing Curriculum
- Parent Involvement
Organization of *Standing Up for Me*

- **Primary**-section 2
- **Intermediate**-section 3
- **Middle School**-section 4
- **High School**-section 5
Organization of Standing Up for Me

All levels include lessons that address the following:

- Understanding the IEP
- Self-Directed IEP Skills
- Follow-Up
<table>
<thead>
<tr>
<th>Cover Pages</th>
<th>Primary</th>
<th>Intermediate</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the IEP</td>
<td>27</td>
<td>107</td>
<td>227</td>
<td>413</td>
</tr>
<tr>
<td>Self-Directed IEP Skills</td>
<td>59</td>
<td>151</td>
<td>313</td>
<td>495</td>
</tr>
<tr>
<td>Follow-Up</td>
<td>87</td>
<td>207</td>
<td>387</td>
<td>565</td>
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</table>
Understanding the IEP

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

- understanding individual strengths & needs
- setting individual goals
<table>
<thead>
<tr>
<th>Summary of Understanding the IEP Lessons</th>
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<tbody>
<tr>
<td>Primary</td>
</tr>
<tr>
<td>28</td>
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<tr>
<td></td>
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<tr>
<td>-----------------------------</td>
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<tr>
<td><strong>Summary of Self-Directed IEP Process</strong></td>
</tr>
<tr>
<td><strong>Summary of Self-Directed IEP Skills Lessons</strong></td>
</tr>
<tr>
<td><strong>Putting It All Together</strong></td>
</tr>
<tr>
<td><strong>High School Sequence of Lessons</strong></td>
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Follow-Up

Activities completed after the IEP meeting include:

- evaluation
- thanking participants
- articulation
<table>
<thead>
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<th>Middle</th>
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<tr>
<td>Summary of Follow-Up</td>
<td>88</td>
<td>208</td>
<td>388</td>
<td>566</td>
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<tr>
<td>Lessons</td>
<td></td>
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<tr>
<td>Transition</td>
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<tr>
<td>Lesson</td>
<td>221</td>
<td>403</td>
<td>579</td>
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Lesson Components

- Objective
- **Materials**—if appropriate
- Procedure
- **Resources**—if appropriate
- *(Self-Directed IEP lessons—high school only)*
Four Corners Activity

- Go to your assigned corner and form groups of no more than five.
- Review the lessons for your level.
- Develop a *graphic organizer* that *identifies key concepts* introduced in Understanding the IEP, Self-Directed IEP Skills, and Follow-Up sections.
- Post your chart on the wall when completed.
- Take a Gallery Walk..................!
Examples of Skill Progression - Activity Cards

Group 1: Understanding the IEP
All About Me/ Take a Look at Me/ Student Profile

Group 2: Self-Directed IEP Skills
Presenting Yourself

Group: 3 Follow-Up Evaluation
Examples of Skill Progression

Group Activity

- Review the assigned series of lessons at each level.
- On chart paper, create a T-Chart of the similarities and differences in each level.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
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- Be prepared to report your findings.
Variations

- Some students may be able to do only a few steps at their level.
- Some students may be able to perform all steps at their level.
- Some students may be able to do steps at the next level.

It’s all right to use lessons from different levels.
Goal Setting
ongoing activities throughout the year

- **Personal Goal Setting** (primary p. 49; intermediate p. 137; middle school p. 283; high school p. 469)
- **IEP Goal Setting** (intermediate p. 189; middle school p. 363; high school p. 539)
- **Reviewing IEP Goal Progress** (intermediate p. 181; middle school p. 346; high school p. 515)

- When students write goals they
  - have a vested interest
  - are more apt to achieve the goal
  - are more likely to follow through
Preparing for Lesson Implementation

- Develop a folder to maintain materials for each student.
- Send letters to parents describing the curriculum prior to initiating lessons.
- Convey genuine interest in student involvement and input.

*Maintain confidentiality!*
Understanding the IEP lessons can be taught any time during the school year, but prior to Self-Directed IEP Skills.

Self-Directed IEP Skills should be taught close to IEP meetings so students retain concepts.

Follow-Up activities regarding transition to the next level should be completed after the IEP meeting.

*Standing Up for Me* can be integrated with existing activities and academic instruction.
Brainstorm strategies to overcome barriers to implementing the Self-Directed IEP process.

Include strategies regarding how *Standing Up for Me* lessons can be integrated with existing curriculum, courses, and delivery models.

Also address strategies for students who are in full inclusion, self-contained, and pull-out settings.

(User’s Guide-p. 5/6)
## Self-Determination

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<td>What new information have you learned?</td>
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I didn’t belong as a kid and that always bothered me. If only I’d known that one day my differences would be an asset, then my early life would have been much easier.

—Bette Midler
Thank you for completing your evaluations here today. Remember to download the power-point presentation and your required follow up for “Standing Up For Me” at the link below:

http://esesummerinstitute09.wikispaces.com/

Kathy Mullens, FDLRS
Cathy Lerner, ESE
Bartow Municipal Airbase