



Be the Architect of Opportunity: Building Self-Determination in Schools and Beyond

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Links to Resources featured in this Presentation



Elements of I'm Determined - <https://www.imdetermined.org/elements-of-im-determined/>

Self-Determination Checklist (elementary) -

https://www.imdetermined.org/i4_self_determination_checklist_elementary_student/

Self-Determination Checklist (secondary) -

https://www.imdetermined.org/i4_self_determination_checklist_student/

IEP Participation Brochure - https://www.imdetermined.org/iep_participation_brochure/

IEP Participation Brochure (Spanish) -

https://www.imdetermined.org/iep_participation_brochure_spanish_version/

One Pager - <https://www.imdetermined.org/quick-links/one-pager/>

Goal Plan - <https://www.imdetermined.org/quick-links/goal-plan/>

Good Day Plan - <https://www.imdetermined.org/quick-links/good-day-plan/>

Why Architect?



How are architects and teachers similar?



Why Architect?



- Architects are designers.
- Architects are collaborative problem solvers.
- Architects innovate supports that respond to the environmental conditions of a place.

I'm Determined in Schools

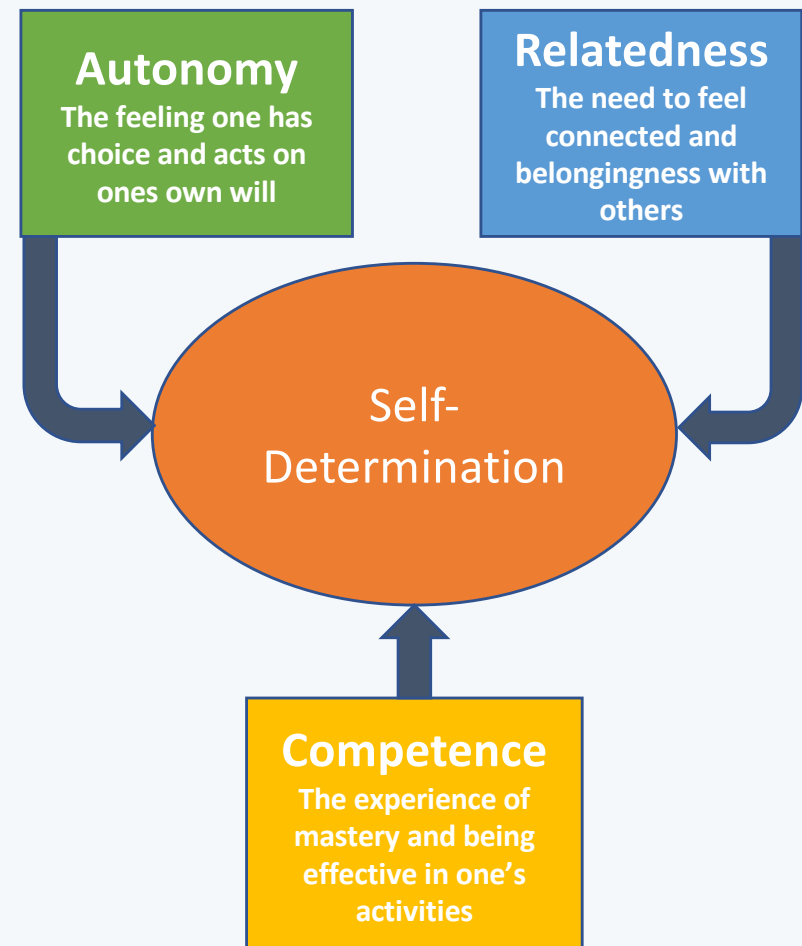


- I'm Determined is designed into the school culture.
- I'm Determined solves problems TOGETHER.
- I'm Determined is a tool to support and strengthen student success.

Self-Determination is.....



Human beings can be **proactive and engaged or alternatively passive and alienated**, largely as a function of the social conditions in which they develop and function....self determination theory has focused on the social contextual conditions that **facilitate versus forestall** the natural process of self motivation and healthy psychological development. (Ryan & Deci, 2000)



Elements of I'm Determined



CHOICE MAKING The skill of selecting a path forward between two known options Cm	DECISION MAKING The skill of selecting a path forward based on various solutions that have each been thoughtfully considered Dm	PROBLEM SOLVING The skill of finding solutions to difficult or complex issues Ps
GOAL SETTING & ATTAINMENT The ability to develop a goal, plan for implementation, and measure success Gs	SELF-REGULATION The ability to monitor and control one's own behaviors, actions, and skills in various situations Re	SELF-ADVOCACY The skills necessary to speak up and/or defend a cause or a person Ad
INTERNAL LOCUS OF CONTROL The belief that one has control over outcomes that are important to his or her own life Lc	SELF-EFFICACY Belief in one's own ability to succeed in specific situations or accomplish specific tasks Ef	SELF-AWARENESS Basic understanding of one's own strengths, needs, and abilities Aw

Opportunities

Empowered Youth



Skills, Attitudes & Beliefs

CHOICE MAKING <small>The skill of selecting a path forward between two known options</small> Cm	DECISION MAKING <small>The skill of selecting a path forward based on various solutions that have each been thoughtfully considered</small> Dm	PROBLEM SOLVING <small>The skill of finding solutions to difficult or complex issues</small> Ps
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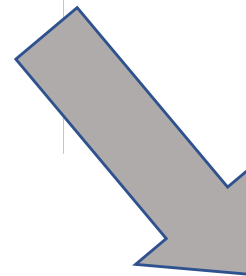
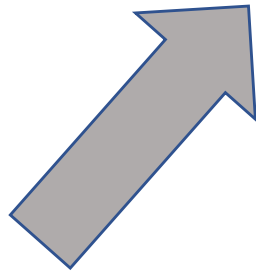
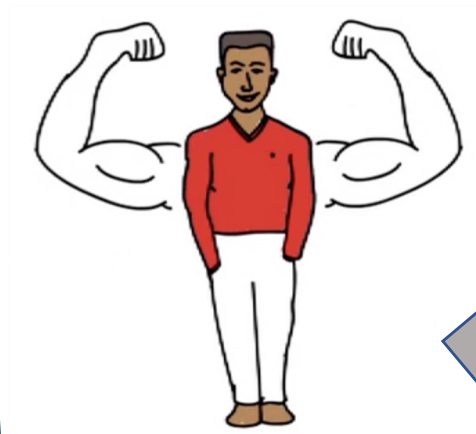
Environments to Act



So where do I start?



Opportunities



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Self-Determination Checklist



Self-Determination Checklist Elementary Student Self-Assessment



Student Name: _____

Date: _____

Self-Determination skills help you to know

- ☐ *yourself*
- ☐ *your goals*
- ☐ *supports you need to reach your goals*

Use the following scale to rate the statements below:

- 3 = almost always/most of the time
- 2 = sometimes
- 1 = rarely or never

Rating			
3	2	1	I attend my IEP Meetings.
3	2	1	At school, my teachers listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like and what I enjoy doing.
3	2	1	I tell others what I need, what I like and what I enjoy doing.
3	2	1	I take care of my things (pets, clothes, toys).
3	2	1	I make friends with others my age.
3	2	1	I make good choices.
3	2	1	I believe that working hard at school will help me to get good grades.

1. How can people around you (teachers, family, friends, etc.) help you to know yourself, know what you want and know what kind of help you need to reach your goals?

Self-Determination Checklist Student Self-Assessment



Student Name: _____

Date: _____

Self-Determination skills help you to know

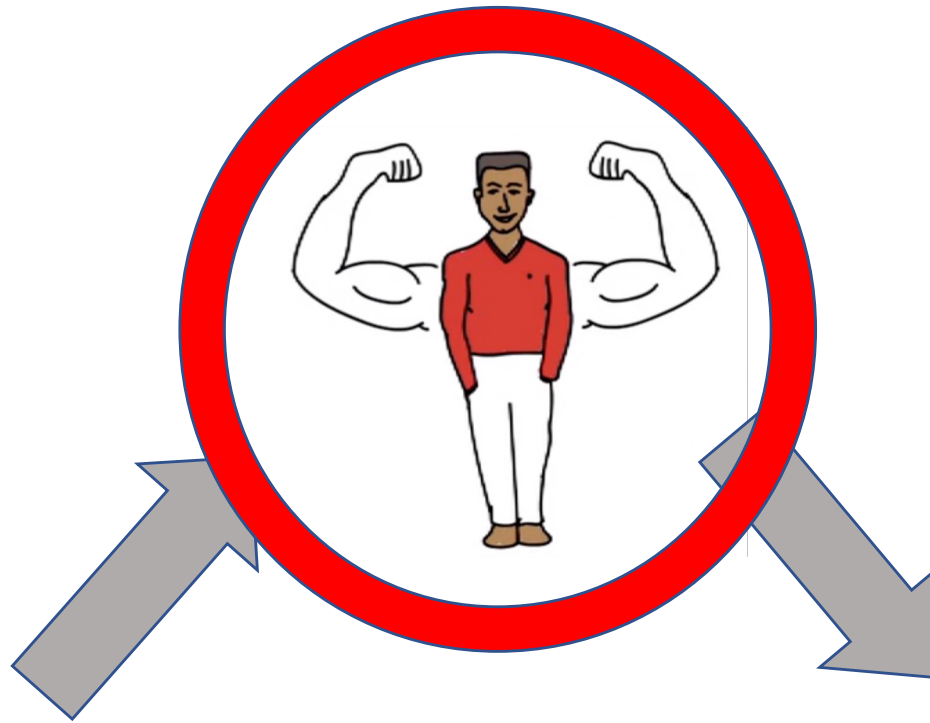
- ☐ *yourself*
- ☐ *your goals*
- ☐ *supports you need to reach your goals*

Use the following scale to rate the statements below:

- 3 = almost always/most of the time
- 2 = sometimes
- 1 = rarely or never

Rating			
3	2	1	I set goals to get what I want or need.
3	2	1	I make plans for reaching my goals.
3	2	1	I check my progress on how I am doing toward my goals.
3	2	1	I attend my IEP Meetings.
3	2	1	I participate in my IEP Meetings.
3	2	1	I know the goals listed in my IEP.
3	2	1	At school, educators listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I have others in my life who help me to accomplish my goals.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like and what I enjoy doing.
3	2	1	I tell others what I need, what I like and what I enjoy doing.
3	2	1	I help to make choices about the supports (educational services) and accommodations that I need in school.
3	2	1	I can describe my learning difficulties to others.
3	2	1	I believe I have control to direct my life.
3	2	1	I take care of my personal needs (clothes, chores, meals, grooming).
3	2	1	I make friends with others my age.
3	2	1	I make good choices.
3	2	1	I believe that working hard in school will help me to get a good job.

Opportunities



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Empower Youth



Before the meeting

Options:

- ☐ Learn about IEP meetings, their purpose and how to participate
- ☐ Suggest people to invite to your meeting
- ☐ Participate in discussion before the IEP meeting
- ☐ Participate in student IEP interviews
- ☐ Make a list of your strengths, challenges, likes, dislikes and interests
- ☐ Take an interest inventory or vocational assessment
- ☐ Write or assist with writing part of the IEP
- ☐ Role play ways to participate and what to say
- ☐ Ask for accommodations and equipment you need to participate in your meeting
- ☐ Create a welcome sign
- ☐ Photocopy materials
- ☐ Call/send reminders of meeting
- ☐ Prepare notebook/portfolio
- ☐ Prepare a PowerPoint about you

During the meeting

Options:

- ☐ Attend the meeting
- ☐ Introduce participants at the meeting
- ☐ Share samples of your work from your classes
- ☐ Present specific information for your IEP (information about your Present Level of Performance, accommodations, etc.)
- ☐ Share ideas about what works well for you
- ☐ Present information from your notebook or PowerPoint about yourself
- ☐ Review your previous IEP goals and progress toward those goals
- ☐ Lead the discussion of transition plans (your future)
- ☐ Recommend new IEP goals and accommodations
- ☐ Lead the IEP meeting

After the meeting

Options:

- ☐ Complete an exit survey about your experience at the meeting
- ☐ Share your experience about participating with others
- ☐ Deliver highlights of the meeting to your teachers
- ☐ Discuss your disability, IEP and accommodations with teachers and others
- ☐ Participate in IEP updates and help evaluate the progress of your benchmarks and goals
- ☐ Send thank-you notes to meeting participants
- ☐ Prepare for your next IEP Meeting



i'm determined! One-Pager

Name: _____

Today's Date: _____

My Strengths

My Interests

My Preferences

My Needs

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Empower Youth



Goal Plan

Name: _____

Today's Date: _____

My Goal

Next Steps to Reach My Goal

Outcomes

--	--	--

People Who Can Support Me to Reach My Goal

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Good Day Plan

Name: _____

Today's Date: _____

Good Day

What happens on a Good Day?

Now

Does it happen now?

Action

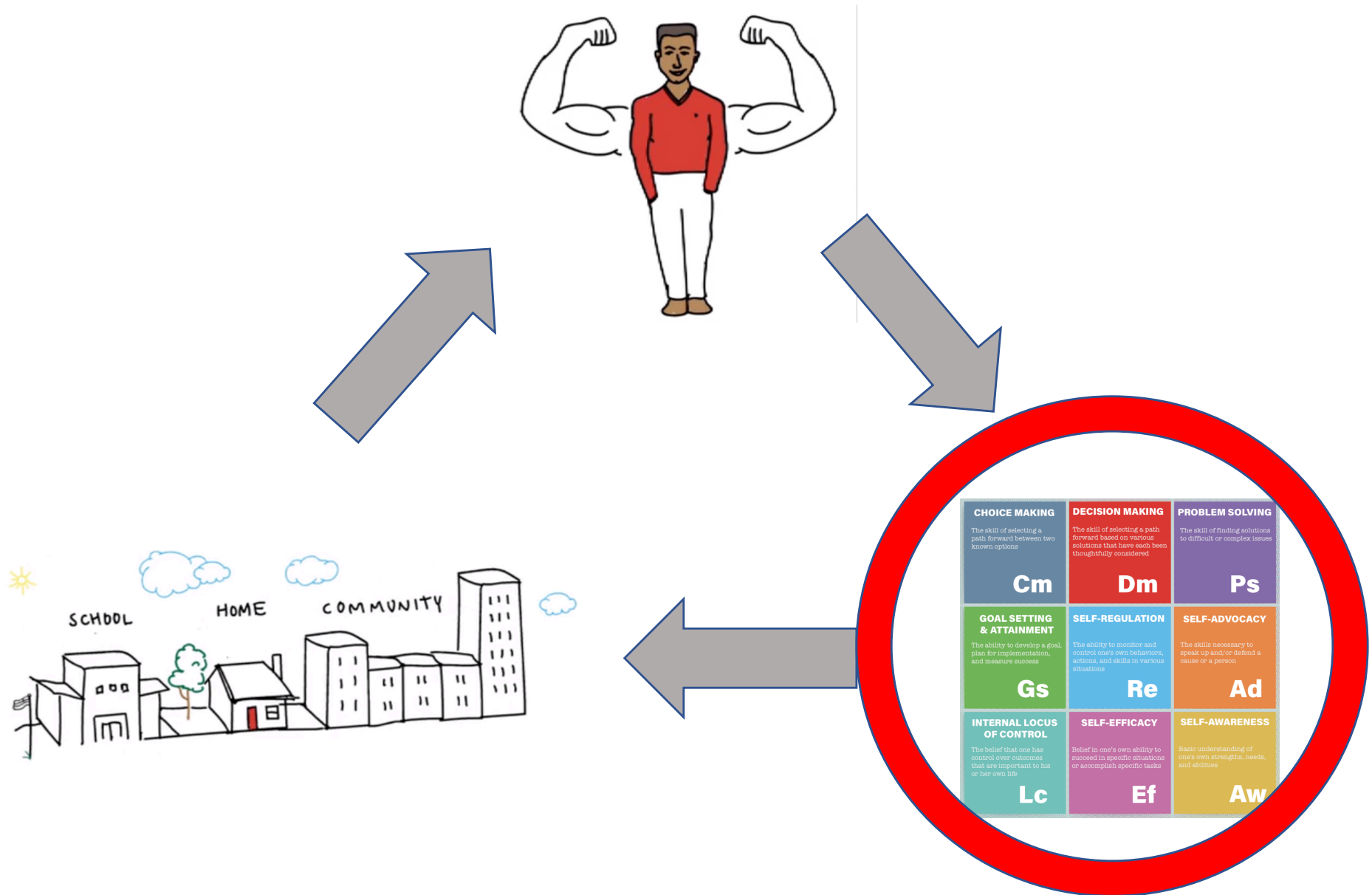
What needs to happen to make it a Good Day?

Support

Who can help me?

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Opportunities



DECISION MAKING

The skill of selecting a path forward based on various solutions that have each been thoughtfully considered

Dm

PROBLEM SOLVING

The skill of finding solutions to difficult or complex issues

Ps

SELF-REGULATION

The ability to monitor and control one's own behaviors, actions, and skills in various situations

Re

GOAL SETTING & ATTAINMENT

The ability to develop a goal, plan for implementation, and measure success

Gs

INTERNAL LOCUS OF CONTROL

The belief that one has control over outcomes that are important to his or her own life

Lc

SELF-EFFICACY

Belief in one's own ability to succeed in specific situations or accomplish specific tasks

Ef

Wrapping our Environments



Questions for Architects of Opportunity



- How can the I'm Determined Project be designed into your culture?
- How does problem solving look different when self determination is practiced?
- How can I'm Determined tools support and strengthen success for individuals with disabilities?



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