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)
The I'm Determined Project is a State Funded Project through the Virginia Department of Education.

Elements of I’m Determined

**CHOICE MAKING**
The skill of selecting a path forward between two known options

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

**PROBLEM SOLVING**
The skill of finding solutions to difficult or complex issues

**GOAL SETTING & ATTAINMENT**
The ability to develop a goal, plan for implementation, and measure success

**SELF-REGULATION**
The ability to monitor and control one’s own behaviors, actions, and skills in various situations

**SELF-ADVOCACY**
The skills necessary to speak up and/or defend a cause or a person

**INTERNAL LOCUS OF CONTROL**
The belief that one has control over outcomes that are important to his or her own life

**SELF-EFFICACY**
Belief in one’s own ability to succeed in specific situations or accomplish specific tasks

**SELF-AWARENESS**
Basic understanding of one’s own strengths, needs, and abilities
Opportunities

Empowered Youth

Skills, Attitudes & Beliefs

Environments to Act
So where do I start?
Opportunities
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

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

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?
Opportunities
The I’m Determined Project is a State Funded Project through the Virginia Department of Education.
The I’m Determined Project is a State Funded Project through the Virginia Department of Education.
Opportunities
Skills

**DECISION MAKING**

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

**PROBLEM SOLVING**

The skill of finding solutions to difficult or complex issues

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Ability

**SELF-REGULATION**

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

**GOAL SETTING & ATTAINMENT**

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

Re

Gs
Beliefs

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

SELF-EFFICACY
Belief in one’s own ability to succeed in specific situations or accomplish specific tasks
Wrapping our Environments

- **Autonomy**: The feeling one has choice and acts on one's own will
- **Competence**: The experience of mastery and being effective in one's activities
- **Relatedness**: The need to feel connected and belongingness with others
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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https://www.imdetermined.org/