

Self-Determination Guide: Promoting Findings and Strategies from a Survey of Wisconsin Paraprofessionals



Paraprofessionals—also known as special education assistants—play a significant role in supporting students with disabilities in many schools. They often are the school staff who spend the most time with and administer most of the instructional content to students with disabilities at the elementary and secondary level. In the fall of 2008, Erik Carter, (professor of Special Education at UW-Madison) and Kathleen Lane, (professor of Special Education at Vanderbilt University) surveyed almost 600 paraprofessionals working in more than 100 Wisconsin schools. The purpose of the study was to explore paraprofessionals' efforts to promote self-determination among students with disabilities.

Promoting self-determination refers to equipping students with the skills, knowledge, and attitudes they need to assume primary control and responsibility for an array of life activities. The survey asked paraprofessionals to evaluate seven domains of self-determination:

1. Choice-making
2. Decision-making
3. Problem-solving
4. Goal-setting and attainment
5. Self-advocacy and leadership
6. Self-management and self-regulation
7. Self-awareness and self-knowledge

Paraprofessionals were asked to rate (a) the importance of teaching each self-determination skill and (b) how often they teach each skill. In addition,

they were asked about the students whom they typically support and their school experience.

Self-determination skills may play a vital role in improving the educational and post-school outcomes of students with disabilities. Equipping paraprofessionals with the information and strategies needed to address these important instructional domains is paramount. This strategy guide is a collection of user-friendly tips that paraprofessionals can use to promote the self-determination of students with disabilities at the elementary and secondary levels. It is organized by the seven domains of self-determination used in the survey and includes definitions, examples, and practical resources. Tips specific to elementary and secondary education are listed, although most tips can be modified for any grade level. The average ratings provided by paraprofessionals in the study are shown for each domain. A list of additional resources providing further information on the topic of self-determination is included at the end of the guide. We hope this strategy guide will be a useful resource for paraprofessionals and other practitioners, and that it will lead to more intentional efforts to promote self-determination among children and youth with disabilities.

For more information about our projects, visit www.waisman.wisc.edu/naturalsupports/

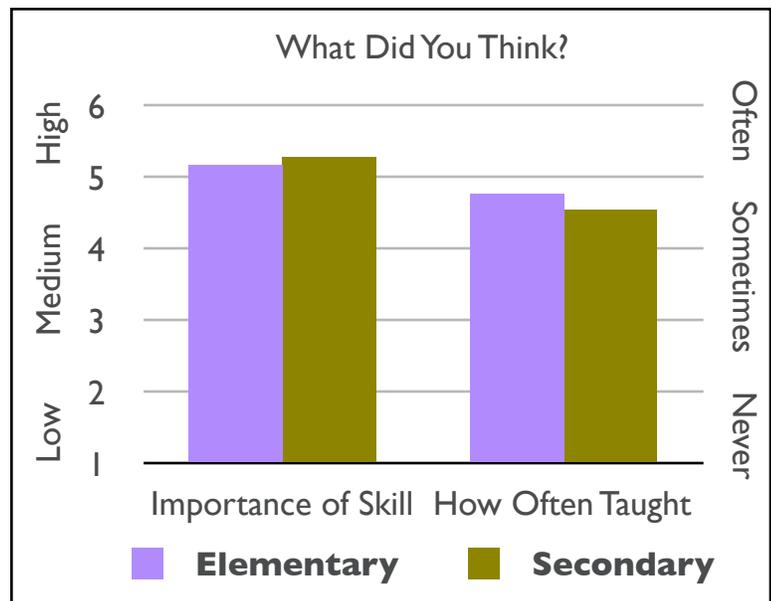
Choice-Making Skills

What are choice-making skills?

The ability to demonstrate a preference when two or more options are available.

Why are they important?

Choice-making skills can enable students to exert and demonstrate some control over their environment.¹ Being able to express preferences and make choices has been shown to decrease problem behaviors and increase engagement in appropriate tasks.²



Strategies for Supporting Choice-Making Skills

Any grade level:

- Allow students to choose from a variety of learning activities. For a book report, choices could include preparing an oral presentation, a collage, a computer presentation, or a skit based on a portion of the book.
- Encourage students to choose their own materials for a project. For a research report, students could choose Internet articles, magazines, books, or personal interviews as their resource materials.
- Let students choose where they take part in an activity. When working on a project, give students the opportunity to work at their desk, on the floor, or in the library.
- Teach students to make informed choices and provide students with the necessary information to do so. If students are choosing their schedule for next year, provide them with a description of each course option or have them visit the class.
- Encourage students to indicate preference through a variety of methods such as nodding yes or no, touching a symbol, or pointing. Give students the opportunity to point to what they want to eat in the lunch line at school rather than choosing for them.
- Choice making should become a daily routine across school settings. Provide choices during recess (four square, basketball, or kickball) or during art (painting or drawing; colored pencils or markers).

“Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved.”

- William Jennings Bryan

Choice-Making Skills

Elementary:

- Create permanent choice aids, such as pictures of recess activities or songs to sing in music class, to help incorporate choice into everyday activities.
- Incorporate choices into activities that are not academically related, such as letting students choose who they want to sit with at lunch or snack time or what they want to eat.
- Respect a refusal to participate; it is also a choice. When students refuse to participate or accept a predetermined task, they are communicating their preference. Try to find out what is causing the refusal. An understanding of the reasons for a refusal can allow adults to offer more desirable choices.
- Let students choose to do their work individually, in groups, or as a whole class.
- Create choices related to time, which can also build on important sequencing skills. Let students choose to do an activity before or after lunch, during recess, during free choice time, or before school or after school.
- When appropriate, allow students to choose when to take a break from or end an activity.
- When safety is not a concern, allow students to make mistakes and learn from natural consequences.³ Students with significant disabilities may need more intentional instruction on reflection and evaluation of choices and how they can lead to negative results. For example, if students choose to linger in the lunch room, they will miss recess time.
- If you have two or more activities planned for the day, let your students choose which one to do first.
- If there is flexibility in the schedule, let your students choose what subject/unit they want to work on next.

Secondary:

- Talk to your students about a choice they have made: how it affected themselves and others, whether it was a good or bad choice, and if they should make that choice again.⁴
- Show students a list of available classes and have them help choose some or all of their own classes for the upcoming semester.
- Give students a list of extracurricular clubs based on their interests and have them choose one or more that they would like to join.

Helpful Resources:

- Go to www.imdetermined.org > **Lesson Plans** > **Choice Making** for resources on teaching choice-making skills.

"Disability is a natural part of the human experience and in no way diminishes the rights of individuals to live independently, enjoy self-determination, make choices, contribute to society, pursue meaningful careers and enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society."

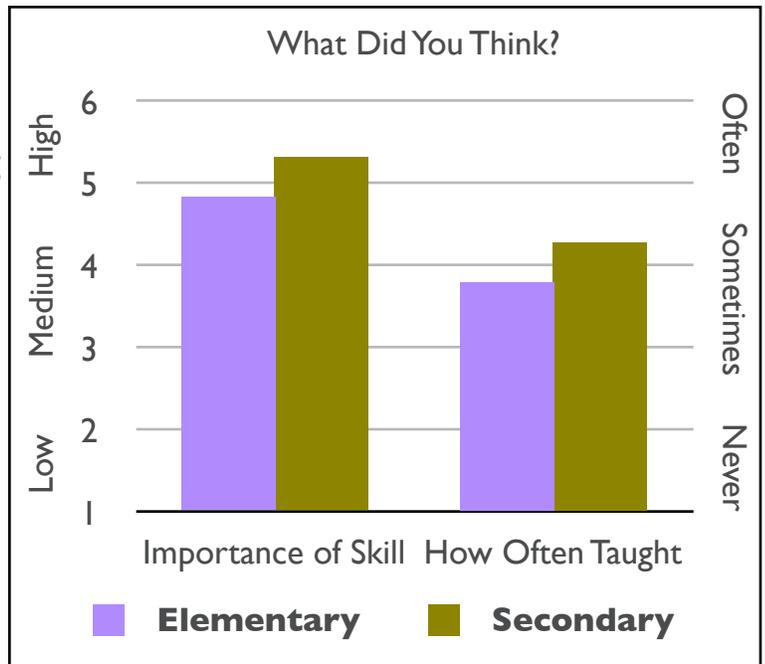
Decision-Making Skills

What are decision-making skills?

The ability to consider possible solutions and select the one that is best suited to one's individual needs while also considering how one's decision affects oneself and others.

Why are they important?

Decision making helps students carefully weigh all possible options in order to reach a desired outcome, while providing a base for problem-solving, goal-setting, and self-management. Decision making is somewhat different from choice making because it involves students generating their own options. Choice making involves choosing between presented choices.



Strategies for Supporting Decision-Making Skills

Any grade level:

- Use visual aids, role playing, social stories, and short videos to help students think about options and information they would need to gather to make a solid decision.⁵
- Start teaching decision making with issues that have few negative consequences, such as having students decide how they would like to work on an assignment (paper and pencil or on the computer). After decision making is mastered at this level, move on to issues that might have a greater impact on the student's life, such as choosing classes, job placements, IEP goals, and extracurricular activities.¹

Elementary:

- Help students understand that there are risks involved when they make decisions. For example, if they decide not to listen to their parents, they may lose a special privilege.⁴
- Give students practice making decisions, exploring consequences, and explaining their reason for making their decisions.⁴
- Help students begin thinking about different jobs. Use an activity to help explore possible careers, such as listening to a story about jobs or talking to adults they know about their jobs.⁶

Decision-Making Skills

Secondary:

- Encourage students to participate in their IEP meetings or student-led conferences.
- Give students practice with decision making by having them pick a career they are interested in. This would involve several decisions. Do they want to work indoors or outdoors, alone or with people, during the day or at night? Answers to these questions will help them decide what job or volunteer activity would be the best match for them.⁴
- Have students use their decision-making skills to pick volunteer groups or extracurricular clubs they would like to join. Have them brainstorm which activities interest them (e.g. cooking, music) or the populations (e.g. children, senior citizens) with whom they would like to work to assist in deciding on a club.
- Help students become better informed about their options. For example, if students are interested in taking a certain class, obtain a course description and summary of requirements so the students better understand what will be expected of them if they decide to take that class.
- Give students chances to observe and experience options before they make a decision. Let students sit in on courses or meet teachers before choosing their schedule for the next year. Provide several job shadow experiences before a student begins applying for jobs.
- Promote students' decision-making skills by teaching them what questions to ask when a problem arises. Try using a model such as the ESCAPE curriculum listed below.

“Effective Strategy-based Curriculum for Abuse Prevention and Empowerment (ESCAPE)”

1. Is there a problem?

2. What is the problem?

3. What choices do I have? What is the best decision?

4. Why is this the best decision?

Khemka (2000)

Helpful Resources:

- Go to www.imdetermined.org > **Lesson Plans** > **Decision Making** & <http://pbskids.org/berenstainbears/caregiver/outreach.html> > **Berenstain Bears: See, Think & Do Activity Guide** for resources on teaching decision-making skills.

“Each indecision brings its own delays and days are lost lamenting over lost days...What you can do or think you can do, begin it. For boldness has magic, power, and genius in it.”

- Johann Wolfgang von Goethe

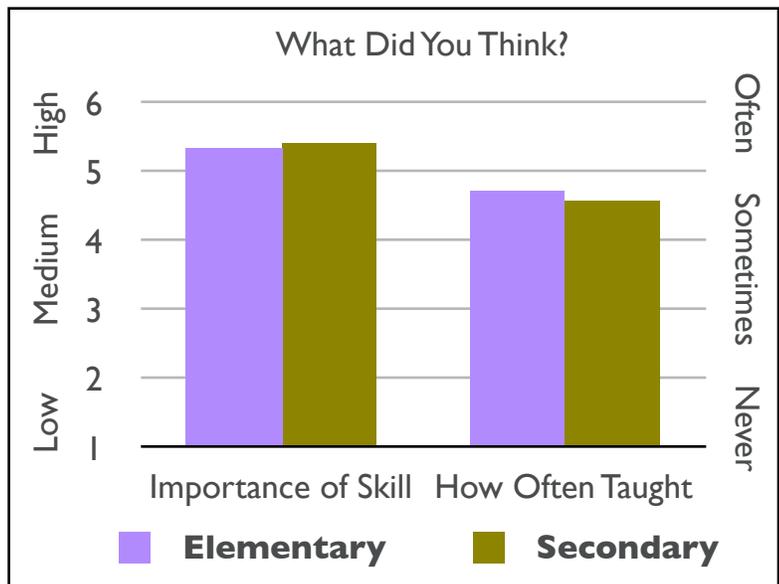
Problem-Solving Skills

What are problem-solving skills?

The ability to effectively respond to and generate solutions for challenging situations that arise.

Why are they important?

Learning to effectively solve problems allows for increased competence and independence in school and the community. It also increases the ability of students to safely navigate different environments.



Strategies for Supporting Problem-Solving Skills

Any grade level:

- Teach a problem-solving plan, such as the “IDEAL” problem solver mnemonic (see box): Consider this problem: a student forgets the combination/key to his or her locker.
 - Help students identify an opportunity in which they want to try something new or increase their independence. Include ideas on how the student can respond when a challenge arises. If a student is learning to independently access his/her locker and forgets the key, who has a spare key?
 - Help students assess which strategies may be best to address a challenge. If a student doesn't have a key to his/her locker, kicking the locker may get the student into trouble. Conversely, going to the office to request a key is more appropriate.
 - Help students reflect on the choice they made. Did it lead to the result they wanted? Would other strategies have worked better? What can they do next time?

The “IDEAL” problem solver:

I = Identify problems and opportunities

D = Define goals

E = Explore possible strategies

A = Anticipate outcomes and act

L = Look back and learn

(Wehmeyer et al., 2007)

Problem-Solving Skills

Elementary:

- Use a sequence of pictures to teach a problem-solving plan for a specific situation, such as bullying on the playground. Encourage children to draw out the steps of a problem-solving plan or bring in their own pictures to illustrate the plan.⁵
- Read a story about a problem, such as *A Day's Work* by Eve Bunting, and have children discuss the problem, come up with solutions, and think about outcomes.⁶
- Have children brainstorm solutions to a particular problem and design an invention that would help solve it.⁶
- Teach children how to use problem-solving skills when someone hurts their feelings or engages in name-calling.⁶
- Give students practice using and applying a problem-solving process in class with teacher-generated and student-generated scenarios.⁴

Secondary:

- When encountering a problem, encourage students to reflect on what happened or what they did the last time that same problem occurred. For example, if a peer hurts their feelings, they can think about a strategy they used the last time that someone hurt their feelings. Did they talk to a teacher? What was the outcome? Perhaps the teacher mediated a discussion between the two students.
- During transitions to a new building (i.e., fifth grade, eighth grade), take students to the new school to begin getting acclimated to a different environment and expectations. Consider opportunities for problem solving, such as learning how to navigate the building.⁷ Consider building some extended school year time into the summer to work on learning the new schedule, building layout, and expectations.
- Practice unique problem-solving scenarios that might come up in the work place, such as completing tasks on time, talking with a coworker, change taking place at work, and budgeting.¹
- Create a “wheel of fortune” with different difficult situations in each section (i.e. bullying on the playground). Have students think about how they could confront and control each problem so that it results in a positive learning experience. This will also help teach students that they are in control of their reactions and the situation.⁴

“How you think about a problem is more important than the problem itself—so always think positively.”

- Norman Vincent Peale

Helpful Resources:

- Go to www.imdetermined.org > **Lesson Plans** > **Problem Solving** & <http://pbskids.org/berenstainbears/caregiver/outreach.html> > **Berenstain Bears: See, Think & Do Activity Guide** for resources on teaching problem solving skills.

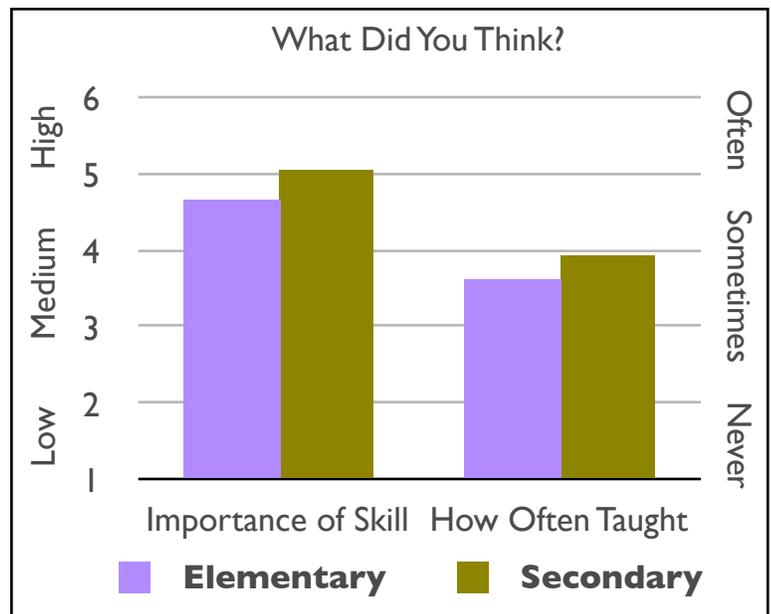
Goal-Setting & Attainment Skills

What are goal-setting and attainment skills?

Identifying an objective to achieve and developing a plan to reach that goal.

Why are they important?

Students will have many goals throughout their education. By breaking goals down into several manageable steps, they become more accessible, making long-term goals more achievable. Learning goal-setting skills helps students become more independent and proactive.



Strategies for Supporting Goal-Setting & Attainment Skills

Any grade level:

- When helping students set goals, encourage them to think about the process of achieving their goals rather than just the outcomes. They can write or draw the steps of their process. For example, if students are working toward making enough money for a new pair of shoes, have them estimate how many hours of work it will take to reach that goal.⁵
- Help students make manageable goals that they can meet in a certain amount of time, such as a 45-minute class period, a day, or a week.⁵
- Empower students to set goals related to their own learning, such as how many pages they will read during a set period of time or how many words they will copy for spelling.⁵
- Help students create “road maps” that mark both their short-term and long-term goals. Have students develop and illustrate their maps to personalize it and make goal setting fun.³
- Teach a simple method for goal setting and attainment, such as the four-step method listed on the following page.

“Without goals, and plans to reach them, you are like a ship that has set sail with no destination.”

- Fitzhugh Dodson

Goal-Setting & Attainment Skills

Elementary:

- Students often can understand an abstract concept like goal setting if it is paired with a visual example, such as a poster, collage, or scrapbook. If a student's goal is to finish homework on time, help create a collage with pictures representing time, such as an alarm clock, and pictures of homework examples. Encouraging students to add pictures of what it will feel like to have the homework done on time (smiley face) will help increase motivation. Displaying these visuals can reinforce and encourage students.³
- Make a personal recording chart for the student that lists his/her weekly classroom goals. As the goals are completed, a sticker of the student's choice may be placed on the sheet, positively reinforcing the student's behavior of working to accomplish the goal. At the end of the week, a larger reward may be given if all goals are attained.⁸

Secondary:

- Encourage students to identify activities that will help them work toward meeting their goals, such as applying for apprenticeships and internships, joining a school or community club, going on job shadowing and mentoring days, participating in service-learning projects, and attending open houses and job fairs.⁹
- Have students identify a goal for what they want to do after high school, such as getting a specific job. Create a folder with information related to the goal (e.g. job requirements) and a checklist of steps needed to reach the goal (e.g. meet with career counselor, get a job application, etc). Reward students when steps on the checklist are completed. If there are several students with similar goals, start a club for them to work together on these goals.
- Help students formulate goals they would like to include on their next IEP and indicate how they plan to achieve those goals by listing their likes, dislikes, and areas where they need support.

Four-Step Method for Goal Setting & Attainment:

- 1) Identify the goal.
- 2) Write the goal.
- 3) Create an action plan.
- 4) Evaluate progress and adjust plan or goal.

(Wehmeyer et al., 2007)

Helpful Resources:

- Go to www.indetermined.org > **Lesson Plans** > **Goal Setting & Attainment** for resources on teaching goal-setting & attainment skills.

“Great things are not done by impulse, but by a series of small things brought together.”

- Vincent van Gogh

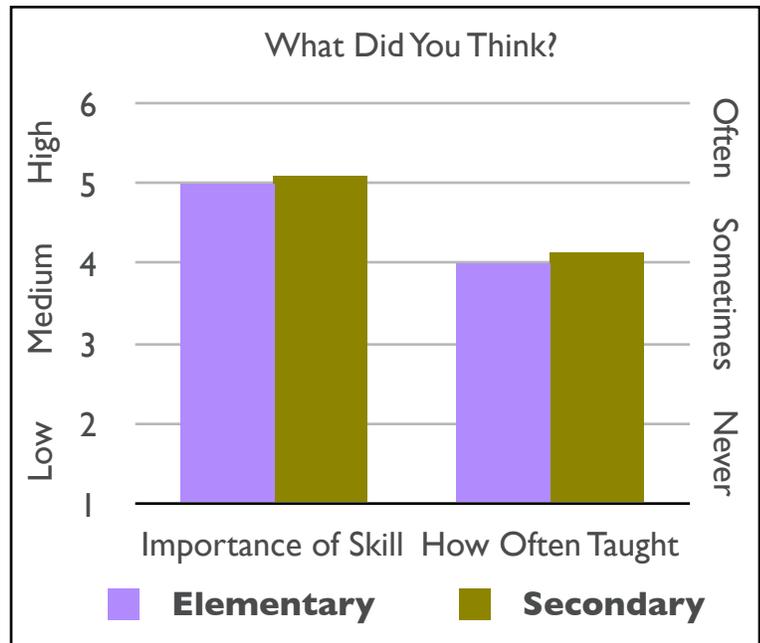
Self-Advocacy & Leadership Skills

What are self-advocacy and leadership skills?

Knowing and standing up for one's rights, communicating effectively and assertively, and being an effective leader or team member.

Why are they important?

Self-advocacy skills can ensure that student choices are heard and respected by others. Self-advocacy also allows students to make changes in their lives and get the supports they need to be successful in school and in the community.⁵ Leadership skills allow students to advocate for others' needs in school and the community.



Strategies for Supporting Self-Advocacy & Leadership Skills

Any grade level:

- Teach students the difference between being assertive and being aggressive. Role-play an assertive behavior like expressing their rights (e.g. refusing an activity or stating an unpopular opinion) and an inappropriate aggressive behavior (e.g. using physical force). Discuss why being assertive is the better choice.⁵
- Encourage students to practice self-advocacy and leadership skills when real situations arise during the school day. If students are late for class, support them in requesting the necessary pass or permission. If students do not understand an assignment from a teacher, encourage them to find the teacher during lunch or after school to get help or clarification.¹⁰
- Implement a self-advocacy curriculum in the classroom that addresses the components of self-advocacy. Include communication, listening, goal setting, and perspective-taking skills, as well as knowledge of rights and self-awareness. Devote a couple of weeks to discussing each skill with students.¹⁰
- Pair students with a successful older student or young adult with a similar disability who can serve as a mentor and model appropriate self-advocacy and leadership skills. Plan a day where they can meet and have them set up a schedule of dates/times when they can get together. Follow up with both students to ensure that this is a positive experience.³ Resource: <http://www.waisman.wisc.edu/wrc/pdf/pubs/PPM.pdf>

Self-Advocacy & Leadership Skills

Any grade level:

- After a classroom discussion, debate, or experience during which students were able to apply their self-advocacy skills (e.g. expressing their rights or opinions), have them fill out a sheet asking them what worked well, what did not work well, and why they came to those conclusions.¹¹
- Encourage students to attend their IEP meetings and play an active role in these meetings. Help them to prepare what they want to say and what they want to get out of the meeting. Resource: <http://alife4me.com/parentspage.asp>

Elementary:

- Demonstrate how bullying and excluding certain people can be harmful. Discuss how leaders need to speak up for others, such as those being bullied or excluded. Have students participate in activities and/or listen to a guest speaker to learn more.⁴
- Try an activity that allows students to talk about the perceptions they have of themselves and how this might be different from how other people see them. Teach them how giving and receiving compliments is a way to learn more about how you see others and how others see you.⁴

Secondary:

- Role play transition-related situations that would involve using self-advocacy skills, such as setting up a class schedule and advocating for specific general education classes, moving out of the home, meeting with a medical provider, or going on a job interview.⁵
- Encourage students to become involved in extracurricular clubs, organizations, and service-learning projects within and outside school. These activities give students a chance to identify interests and apply self-advocacy and leadership skills they have learned with others working toward a shared goal. Relationships made during these activities can serve as a source of encouragement and support.⁵
- Plan activities for students that focus on teaching them their rights and responsibilities, as well as identifying strengths, weaknesses, and learning styles. Students can practice self-advocacy through role-playing and talking to their teachers about the accommodations they need. Teachers can model appropriate ways to self-advocate or have older students share personal stories about their self-advocacy experiences.^{4, 12}

“Leaders are problem solvers by talent and temperament, and by choice.”

- Harlan Cleveland

Helpful Resources:

- Go to www.imdetermined.org > **Lesson Plans** > **Self Advocacy** for resources on teaching self-advocacy and leadership skills.

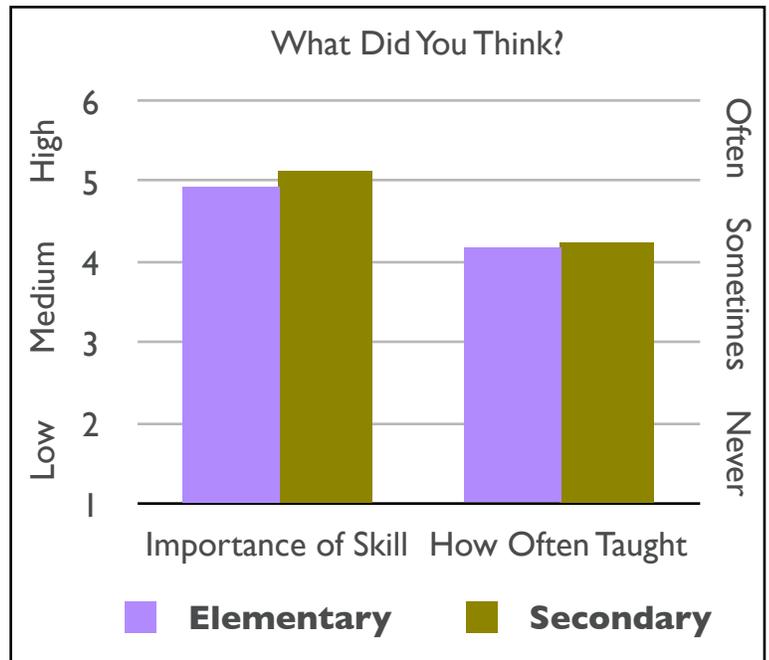
Self-Management & Self-Regulation Skills

What are self-management and self-regulation skills?

Monitoring and evaluating one's own behavior, selecting and providing one's own reinforcement, setting a schedule, and self-directing learning through strategies like self-instruction.

Why are they important?

When students are able to manage and regulate their own behavior, they have a greater chance of experiencing positive outcomes now and later in life. Examples of this include increased classroom involvement, academic performance, work productivity, and employer satisfaction.⁵



Strategies for Supporting Self-Management & Self-Regulation Skills

Any grade level:

- Have students manage their own tasks by creating a notecard or notebook containing goals, target behaviors, or homework assignments that need to be completed. Have them place it on their desks or carry it with them to classes. Each time they accomplish a goal, perform a behavior, or complete a homework assignment, they can put a sticker on their card or check off the item. Review their progress with them at the end of each day or week.
- Have students use a journal to keep track of their behaviors or other classroom goals. For example, if a goal is to participate more in class, at the end of each day students could draw or write how much they participated in class. It can be semi-structured by containing a rating scale of classroom participation that the student completes each day (i.e., 1=did not participate, 5=always participated).
- Teach students to monitor a range of behaviors, such as when they are getting upset or when they need to take a break. Develop a strategy with them for what to do when these situations occur, such as going to talk with an adult.

“Strength does not come from physical capacity. It comes from an indomitable will.”

- Mahatma Gandhi

Self-Management & Self-Regulation Skills

Elementary:

- Teach younger students self-monitoring skills by having them draw “Countoons.” “Countoons” are cartoon representations of appropriate and inappropriate behaviors. This way, even students who cannot read can record their behaviors. For example, if students are trying to improve on-task behavior, they can draw a cartoon of themselves reading at their desk and tally the times they are performing this behavior.¹³

Secondary:

- Foster self-management and self-regulation by having each student set goals and monitor their performance on school-related activities.⁴ Try using the Self-Monitoring Sheet listed below.
- Help students practice self-evaluation by considering the character traits they would like to develop based on the traits of people they admire.⁴
- Have students think about the characteristics of someone they would consider to be a good friend. Afterwards, they can evaluate themselves based on those characteristics and develop a plan to work on traits they would like to improve.⁴

My Goals Self-Monitoring Sheet
My goal:
Steps I need to take to reach my goal:
What I can expect as a result of reaching my goal:
When I will begin to work toward my goal:
How will I know when I reach my goal?

Helpful Resources:

- Go to www.imdetermined.org > **Lesson Plans** > **Self-Regulation** for resources on teaching self-management and self-regulation skills and http://waccbd.org/Resource%20CD%20for%20Workshop/VOL.35NO.5MAYJUNE2003_TEC_Article-4.pdf for an article on how to use “Countoons.”

“To be nobody but yourself—in a world which is doing its best, night and day, to make you like everybody else—means to fight the hardest battle which any human being can fight, and never stop fighting.”

- e.e. cummings

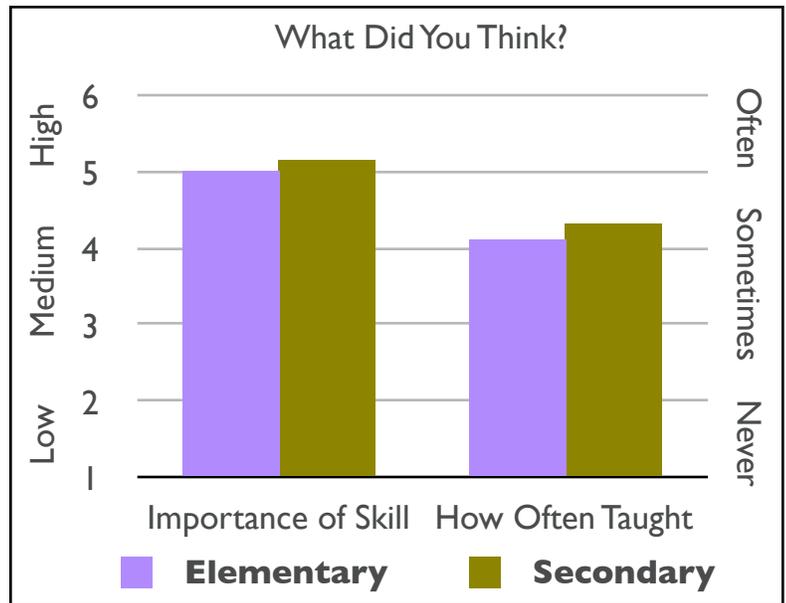
Self-Awareness & Self-Knowledge Skills

What are self-awareness and self-knowledge skills?

Accurately identifying one's own strengths and limitations, identifying one's preferences, interests, and abilities, and applying that knowledge to enhance success.

Why are they important?

In order for students to successfully apply their inner strengths to everyday behavior they must have the skills to be aware and knowledgeable of their own abilities.



Strategies for Supporting Self-Awareness & Self-Knowledge Skills

Any grade level:

- Have students choose from a list or write down two strengths and one limitation in the areas of physical, academic, emotional, and social performance. Have their parents and teachers do this also. Then compare and discuss the completed answers with students.
- Present students with real-life scenarios and have them think about how they would feel in each situation and how another person in the scenario would feel. Talk about how these viewpoints may be similar or different.
- Have students make a poster, collage, or scrapbook illustrating their likes, dislikes, and strengths.³
- Help students become aware of their strengths and limitations by making an illustrated book that displays “Things I Can Do” and “Things I Need To Work On.” An older student may do this with a portfolio or journal.¹¹
- Boost students’ confidence by facilitating activities that highlight their positive traits as perceived by themselves and others.⁴

“All of us have two educations—one which we receive from others; another, and the most valuable, which we give ourselves.”

- John Randolph

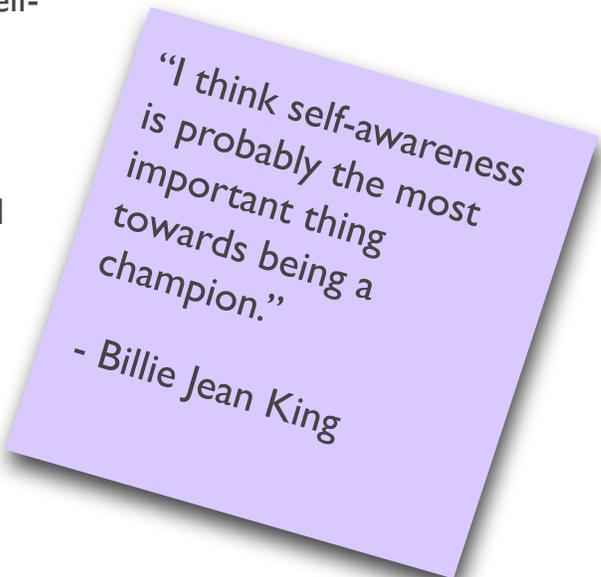
Self-Awareness & Self-Knowledge Skills

Elementary:

- Develop a “My Likes and Dislikes” quiz to identify personal preferences within various categories (i.e. What’s your favorite/least favorite food?). Demonstrate how peers may have different likes and dislikes by sharing the quiz results anonymously through a graph, pie chart, or poster.
- Make a class quilt that is composed of drawings of each student’s positive attributes to display in the classroom.⁴

Secondary:

- Help students realize strengths and limitations by completing a survey or checklist with “I do _____ well” or “I need help on _____.”¹¹
- Allow students to demonstrate individual strengths and particular interests by providing a menu of options for completing classroom assignments. For example, to demonstrate understanding of a reading assignment, students could write their own poem or journal entry, create a book jacket, work on a skit, or create a collage.¹⁴
- Have one-to-one or small-group discussions on learning about one’s strengths and limitations and how these relate to important transition issues such as employment, transportation, and living in the community.¹⁴
- Incorporate opportunities for students to create life stories, timelines, and self-portraits as part of assignments to help students understand how their interests compare with peers’ interests.¹¹
- Read books or watch movies that discuss different aspects of disabilities to promote students’ self-awareness.¹¹
- Have students write or audio record an autobiography to better understand their disability.³
- Inspire students with stories about successful people with disabilities or people who have overcome major obstacles.⁴



“I think self-awareness is probably the most important thing towards being a champion.”

- Billie Jean King

Helpful Resources:

- Go to www.indetermined.org > **Lesson Plans** > **Self-Awareness and Knowledge** for resources on teaching self-awareness and self-knowledge skills.

Useful Resources on Self-Determination

Websites:

- **Virginia Department of Education's Self-Determination Project**
Click here for a site that includes information tips, lesson plans, and other resources for promoting self-determination among youth with disabilities. You can find activities for promoting Choice Making, Decision Making, Problem Solving, Goal Setting and Attainment, Self-Regulation, Self-Advocacy, and Self-Awareness and Knowledge.

<https://php.radford.edu/~imdetermined/>
- **A Life For Me Cybercommunity**
Click here for an interactive resource for both students and parents to learn and promote self-determination. You can find activities for promoting Problem Solving and Self-Advocacy.

<http://www.alife4me.com/>
- **The Berenstain Bears "See, Think, & Do Activity Guide"**
Click here for Berenstain Bears "See, Think, & Do Activity Guide" which has activities emphasizing many different elements of self-determination. You can find activities for promoting Decision Making and Problem Solving.

http://www-tc.pbskids.org/berenstainbears/caregiver/Bears_AG_FINAL.pdf
- **Character Education: Free Resources, Materials, Lesson Plans**
Click here for a site that includes teaching self-determination topics for every grade level.

<http://www.goodcharacter.com/table1.html>
- **The National Information Center for Children and Youth with Disabilities & the Glenn County Office of Education**
Click here or here for a student's guide to the IEP.

<http://www.nichcy.org/InformationResources/Documents/NICHCY%20PUBS/st1.pdf>
http://www.glenncoe.org/__programs/__special_education/documents/SelfDirected_IEP.pdf

Useful Resources on Self-Determination

More Websites:

- **Waisman Resource Center**

Click here for a resource on peer mentoring for students with disabilities.

<http://www.waisman.wisc.edu/wrc/pdf/pubs/PPM.pdf>

- **Kids as Self Advocates**

Click here for a website with information for students on how to advocate and speak up for their rights. It also has helpful resources on other topics, such as staying safe, education, health, work, sports recreation and leisure, dating and relationships, technology, transportation and getting around, disability history and culture, and working with a group.

<http://fvkasa.org/resources/index.html>

- **Using Countoons to Teach Self-Monitoring Skills**

Click here for an article on how to use “Countoons” to teach self-monitoring skills.

http://waccbd.org/Resource%20CD%20for%20Workshop/VOL.35NO.5MAYJUNE2003_TEC_Article-4.pdf

- **National Center on Secondary Education and Transition**

Click here for an article with tips for families and professionals on promoting self-determination of youth with disabilities.

http://www.ncset.org/publications/researchtopractice/NCSETResearchBrief_2.1.pdf

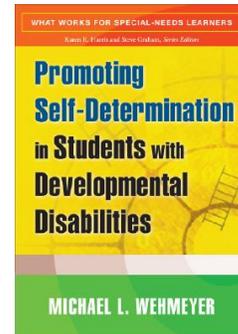
Useful Resources on Self-Determination

Books:

Promoting Self-Determination in Students with Developmental Disabilities

By: Michael Wehmeyer, Martin Agran, Carolyn Hughes, James Martin, Dennis Mithaug, & Susan Palmer

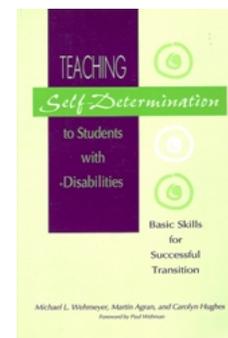
This book contains student worksheets and teacher guides for implementing specific strategies in the classroom.



Teaching Self-Determination to Students with Disabilities: Basic Skills for Successful Transition

By: Michael Wehmeyer, Martin Agran, & Carolyn Hughes

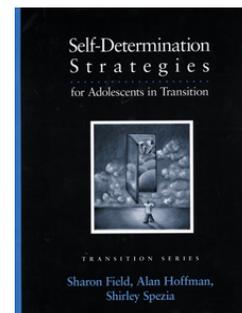
This book overviews strategies of self-determination with multiple examples that relate specifically to transition.



Self-Determination Strategies for Adolescents in Transition

By: Sharon Field, Alan Hoffman, & Shirley Spezia

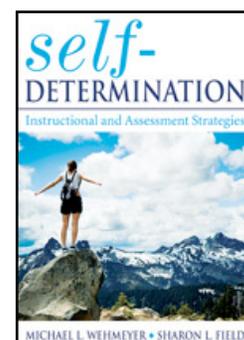
This book contains information on self-determination strategies.



Self-Determination: Instructional and Assessment Strategies

By: Michael Wehmeyer & Sharon Field

This book contains instructional and assessment strategies related to self-determination.



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Footnotes

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Self-Determination Guide: Results and Strategies from a Survey of Wisconsin Paraprofessionals

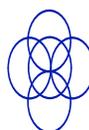
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The mission of the University Center for Excellence in Developmental Disabilities is to support the full inclusion and self-determination of people with developmental disabilities and their families. The Center accomplishes this mission through its preservice training programs, clinical and intervention services, continuing education programs and technical assistance and consultation services.



The goal of the Natural Supports Project is to discover, support and disseminate creative and promising approaches that support families, children and youth with disabilities to participate more fully and naturally in their family life, in the community and at school.

If you have any questions, please feel free to contact us at:

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