

# Building a Program to Support Self-Determination

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## What is involved in Self-Determination?

- Choice Making
- Problem-Solving
- Decision Making
- Goal Setting & Attainment
- Self-regulation
- Self-awareness
- Self-efficacy
- Self-advocacy

## How Can Students be Involved?

- Planning
- Drafting
- Meeting
- Implementation

## Planning

- Preparing Parents
  - Are parents prepared and empowered to discuss “transition topics” at the case conference?

## Planning

- **Preparing Students**
  - Self-awareness
    - Strengths, Needs, Interests, Goals
    - Choice Making - post-secondary goals, annual IEP goals, transition services & activities
  - Educational Rights
    - Understanding the IEP process
    - What is a “case conference” and who is there?

## Planning

- **Teaching Students to Plan**
  - Self reflection
  - Gathering information from teachers
  - Understanding goals

## Planning

- Preparing students for the case conference
  - Understanding terms and process
  - Write student script
  - Practice
  - Inform parents and team members

## Drafting

- Help students understand the IEP “template”
  - Present Level of Performance
  - Post-secondary Goals
  - Annual IEP Goals
  - Services & Provisions
  - Transition Services & Activities

## Meeting

- Student Roles:
  - Introductions
  - Present information at the conference
    - Strengths
    - Post-secondary goals and transition assessment
    - Annual goals

## How We Began

- Identified our team
- Participated in Self-Determination training
- Established a realistic plan to begin
  - Start with 1-3 students
  - Identify parts of case conference student will participate
  - Determine how they will participate
    - Notecards/script
    - PowerPoint
    - Video

# How We Began

- Identify desired outcomes and a system to measure effectiveness

## STUDENT LED IEP SURVEY (PRE AND POST ASSESSMENT)

Rating Scale: 0 = no answer/no understanding/no participation  
 1 = partial answer/partial understanding/partial participation  
 2 = full answer/understanding/participation

Question/Activity	0	1	2	Comments
<b>Pre-Case Conference Skills:</b>				
I know what an IEP is				
I know why I have an IEP				
I can identify or discuss my strengths and weaknesses				
I understand that I have a disability				
I can state my disability area				
I can describe how my disability directly impacts my education				
I can identify the goals I am working on this year				
I know whether or not I am making progress on my yearly goals				
I know what accommodations are in my IEP				
I know the diploma options and what path I am currently following				
<b>At my Case Conference...</b>				
I introduce all of the case conference participants				
I voice my strengths and preferences				
I have the opportunity to, and voice my concerns				
I can state my post-secondary goals				
I explained what transition services and activities I completed during the last IEP year				
I know whether or not I made progress on my goals				
I participated in the development of new IEP goals				
<b>Post Conference Reflection</b>				
I was comfortable leading my case conference				
I felt like my concerns were addressed at my case conference				
I felt like I participated in setting my goals				
I felt like the accommodations chosen are appropriate for my needs				
What would I like to see changed or done differently for next year?				

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# How We Began

- Are parents informed?
  - Parent Case Conference Pre-planning Form
  - Conference Conversation Cues

*Southwest Cadre of Transition Leaders*

[http://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/cadre/conversation\\_cues\\_with\\_doe.pdf](http://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/cadre/conversation_cues_with_doe.pdf)

## Parent Case Conference Pre-Planning Form

My student's academic/vocational (hands on learning) strengths are:	My student's social/emotional/behavioral strengths are:	My concerns for my student (academic/social/behavioral/medical) are:
My short term goals (approx. 1 year or 1 grade level) for my student are:	My long term goals for my student are:	Things that I think will help my student meet their goals:

Are there other questions or concerns that you would like addressed at the upcoming Case Conference or Annual Case Review?

**\*\*Please return this completed form to your child's teacher by: \_\_\_\_\_**

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## Integrating into the Classroom

- Pre/Post Assessment Survey
  - Results drive future lessons
- Focus on the student at their conference
- Finding the time
  - Student resource time
  - One lesson per month
  - Reinforce self-advocacy every day
    - Problem Solving, Decision Making, Choice Making, Goal Setting, etc.

## What They Taught Me

- Some students do not...
  - ...always want to be involved in future planning.
  - ...understand the meaning of an IEP.
  - ...understand accommodations.
  - ...advocate for themselves - because they don't know how.
  - ...understand their disability area or how it impacts their learning.

## How We Are Moving Forward

- Creating a course focusing on “Self-Determination”
- Expanding SD lessons into other courses
  - Basic Study Skills Development
  - Math & Language Arts Lab Courses
- ALL students will present strengths and concerns at next year’s case conference

## What’s Next

- Training other teachers
  - Professional Development
  - Teachers Training Teachers
- Monitoring effectiveness
- Involving additional students
- Expanding student understanding



## Contact Information

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