



# Self-Determination and Self-Advocacy

Essential for All Students in  
All Educational Settings

This training was developed by the Project 10: Transition Education Network, a discretionary project funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Student Education (BESE), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

# What is Self-Determination?

- Self-Determination is
  - Knowing and believing in yourself
  - Knowing what you want your future to be and how to make plans to achieve this future
  - Knowing what supports you need to take control of your life

(How Self-Determined Are You?, 2016, p. 1)

[https://imdetermined.org/wp-content/uploads/2018/06/toolbox\\_for\\_self-determination\\_2.pdf](https://imdetermined.org/wp-content/uploads/2018/06/toolbox_for_self-determination_2.pdf)

- Self-Determination refers to the ability and the right for you to make choices and direct your own life.

**One Pager: Your Answers**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_  
DOB: \_\_\_\_\_

**MY STRENGTHS**

• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_

**MY INTERESTS**

• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_

**MY PREFERENCES**

• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_

**MY NEEDS**

• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_

# Elements of Self-Determination

Check out Section  
Four of Project 10's  
"Self-Determination  
and Self-Advocacy  
Guide" for specific  
instructional  
strategies.

<b>Choice Making</b> The skill of selecting a path forward between two known options <b>Cm</b>	<b>Decision Making</b> The skill of selecting a path forward based on various solutions that have each been thoughtfully considered <b>Dm</b>	<b>Problem Solving</b> The skill of finding solutions to difficult or complex issues <b>Ps</b>
<b>Goal Setting &amp; Attainment</b> The ability to develop a goal, plan for implementation and measure success <b>Gs</b>	<b>Self-Regulation</b> The ability to monitor and control one's own behaviors, actions and skills in various situations <b>Re</b>	<b>Self-Advocacy</b> The skills necessary to speak up for and/or defend a cause or person <b>Ad</b>
<b>Internal Locus of Control</b> The belief that one has control over outcomes that are important to one's life <b>Lc</b>	<b>Self-Efficacy</b> Belief in one's ability to succeed in specific situations or accomplish specific tasks <b>Ef</b>	<b>Self-Awareness</b> The basic understanding of one's own strengths, needs and abilities <b>Aw</b>

# Self-Advocacy: The Power Component

- ❑ Self-advocacy has been identified in research as a power component among the numerous self-determination characteristics, and one that educators may have a high impact contribution in teaching, fostering and improving in students.
- ❑ Self-advocacy is recognized as the ability to speak and act on behalf of oneself or a cause. Self-advocacy is an important skill that students use in their youth and throughout life.
- ❑ Self-advocacy skills include being assertive, knowing one's rights, negotiating and speaking up for oneself or a cause. Communicating one's needs, wants, strengths and preferences is vital to autonomy and self-control for individuals.

(Fiedler, et al., 2007)

# Self-Advocacy Skills

To be an effective self-advocate, students need to learn...

## □ How to Advocate

- Assertiveness
- Effective communication (verbal, written, pictures)
- Negotiation
- Compromise in real-world situations

## □ Authority for Self-Advocacy

- Individuals with Disabilities Education Act (IDEA)
- Americans with Disabilities Act (ADA)
- Rights available to all citizens

## Self-Awareness

- Interests, strengths and preferences
- Goals and dreams
- Support needs
- Accommodation needs
- Characteristics of one's disability
- Responsibilities

## Knowledge of Rights

- Personal rights
- Community rights
- Human service rights
- Consumer rights
- Educational rights
- Advocacy steps for change
- Knowledge of resources

# Self-Advocacy Characteristics

## Communication

- Assertiveness
- Negotiation
- Body Language
- Use of assistive technology
- Listening
- Compromise

## Leadership

- Knowledge of group's rights
- Advocating for others or for causes
- Knowledge of resources
- Organizational participation

Thank you to the New Community Opportunity Center at the Independent Living Research Utilization (ILRU) Program for allowing us to adapt this graphic. (Izzo, 2011, p. 17)

# Consideration of the Student's Need for Self-Determination Instruction

Florida statute mandates that by the age of 12 or during 7<sup>th</sup> grade, the IEP team must identify the student's need for self-determination and self-advocacy instruction so that students can actively and effectively participate in their IEP meetings and be able to self-advocate so that postsecondary and career goals can be in place by age 14.

(S. 1003.5716 (1)(a), F.S.)



# Self-Determination is Empowering!

The evidence shows that students with disabilities who develop higher levels of self-determination skills are more likely than students with disabilities with lower levels of self-determination skills to:

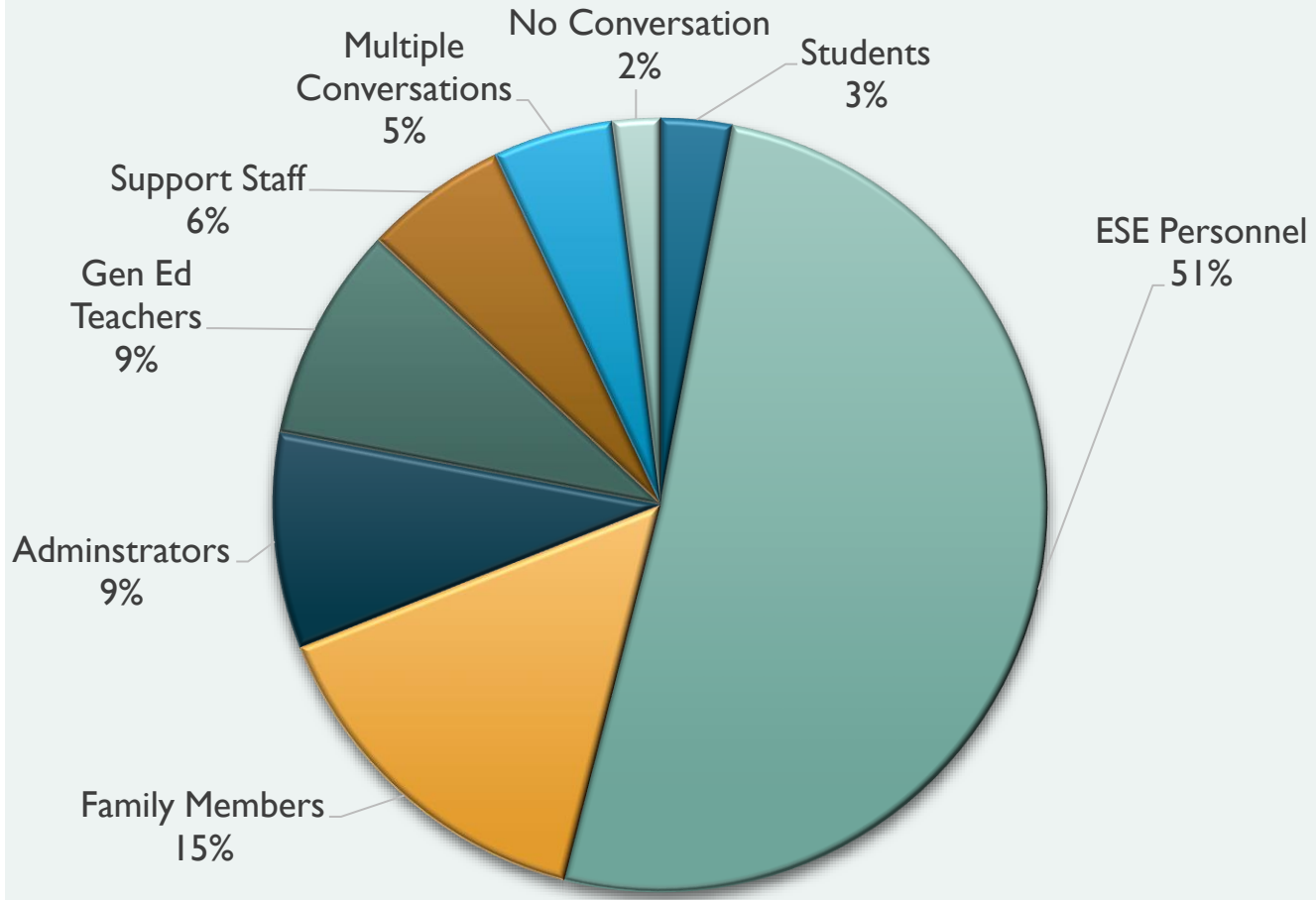
- ❑ Live independently.
- ❑ Be employed.
- ❑ Hold jobs with more benefits.
- ❑ Develop financial independence.

(Hawbaker, 2007; Wehmeyer et al., 2002)





# Average Time Talking By IEP Team Members



- Students
- Family Members
- Gen Ed Teachers
- Multiple Conversations
- ESE Teachers
- Adminstrators
- Support Staff
- No Conversation

Are your students taking a leadership role in their individual education plan (IEP) meetings?

# Student Benefits

Students with disabilities who exercise self-determination reap the following benefits:

- ❑ Higher degree of academic engagement.
- ❑ Active involvement in transition planning.
- ❑ Higher degree of postsecondary activity involvement.
- ❑ Higher quality of life in adulthood.



# Exercising Self-Determination Skills in Postsecondary Settings

- ❑ Once students with disabilities exit the K-12 system their rights are still protected under the Americans with Disabilities Act (ADA).
- ❑ Individuals with disabilities who would like to receive accommodations in institutions of higher education and through the employment process need to disclose their disability.
- ❑ There are pros and cons of disclosure; however, for many individuals, accessing accommodations may be critical for their post-school success.

# Disability Disclosure in College & Requesting Accommodations

## ❑ High school:

- Students with disabilities are entitled to a free and appropriate public education (FAPE) under IDEA; the IEP states what is needed, e.g., accommodations, individual assistance

## ❑ College:

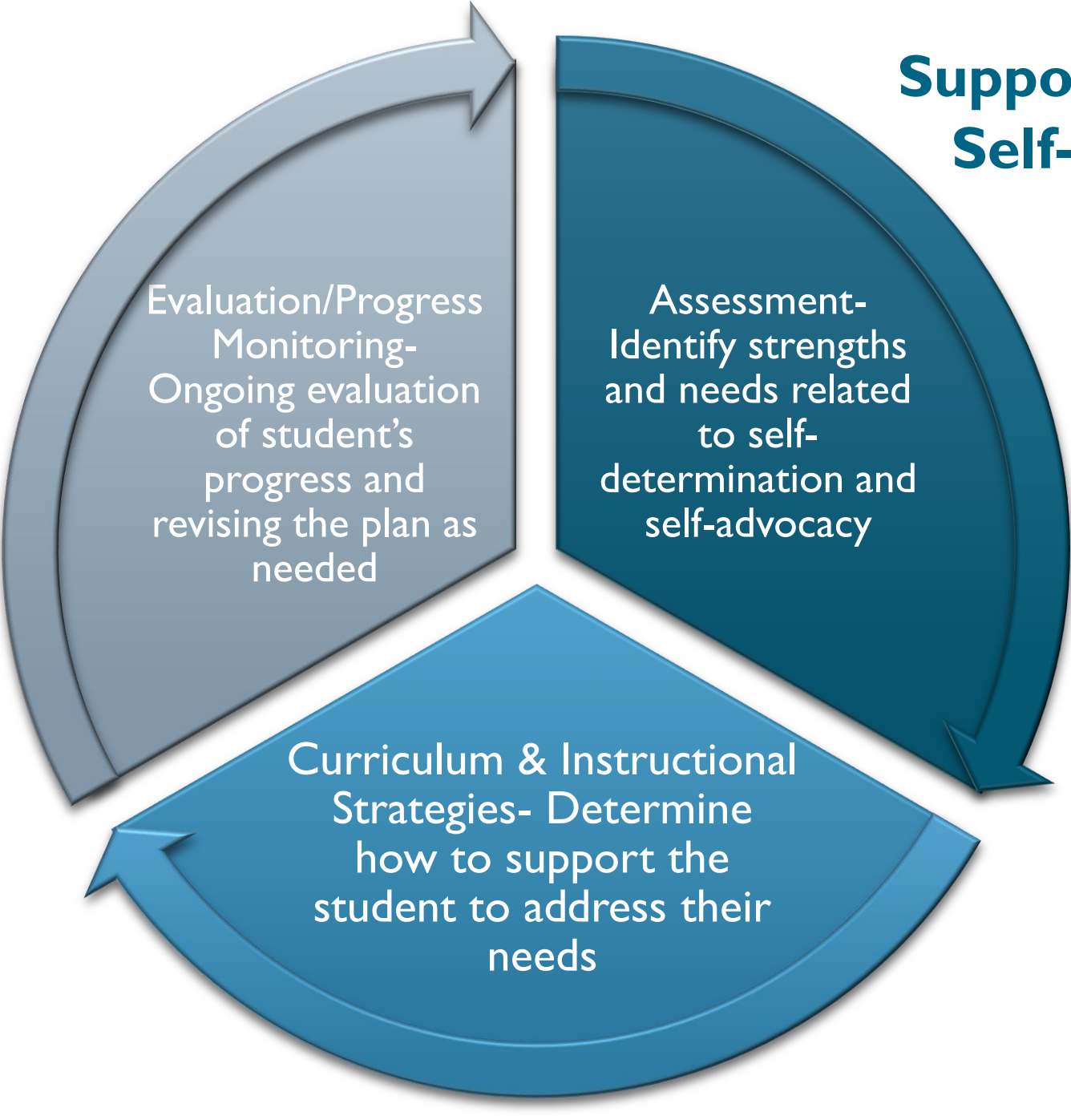
- Students with disabilities' rights are protected under the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act
- Students must disclose their disability and meet eligibility requirements in order to receive appropriate accommodations

# Disability Disclosure Related to Employment

- ❑ Disability disclosure is not required under the ADA
  - One exception – **requesting reasonable accommodations**
- ❑ Disclosure can occur at any time during the employment relationship. This includes:
  - During the application and interview processes
  - At any time once employed
- ❑ The ADA prohibits an employer from retaliating against an applicant or employee for asserting his/her rights under the ADA.



# Supporting Students' Self-Determination



Evaluation/Progress Monitoring-  
Ongoing evaluation of student's progress and revising the plan as needed

Assessment-  
Identify strengths and needs related to self-determination and self-advocacy

Curriculum & Instructional Strategies- Determine how to support the student to address their needs

# Self-Determination Assessments

- ❑ Zarrow Center
    - ChoiceMaker Self-Determination Assessment
    - AIR Self-Determination Assessments
    - ARC Self-Determination Scale
  - ❑ Curriculum with assessments embedded
    - Me! Lessons for Teaching Self-Awareness & Self-Advocacy
    - Standing Up for Me - Plus
  - ❑ I'm Determined
  - ❑ Self-Determination Inventory System (part of the Self-Determined Learning Model of Instruction [SDLMI])
  - ❑ District created assessments
- See the Project 10 Transition Assessments Chart for additional assessment ideas –
- <http://project10.info/DPage.php?ID=77#NSI38>

# Assessment Formats

- Interviews
- Observations
- Surveys
- Scales
- Interest inventories
- Questionnaires
- Checklists





# AIR Self-Determination Assessments

## THINGS I DO

1. I know what I need, what I like, and what I'm good at.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
2. I set goals to get what I want or need. I think about what I am good at when I do this.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
Things I Do – Total Items 1 + 2					

## Available Forms

- Student
- Student (Spanish)
- Parent
- Educator
- User Guide

<https://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment>

# ARC Self-Determination Scale

## Included Scales:

- Autonomy
- Self-Regulation
- Psychological Empowerment
- Self-Realization
- Total Self-Determination

### 1A. Independence: Routine personal care and family oriented functions

1. I make my own meals or snacks.	<input type="checkbox"/> I do not even if I have the chance	<input type="checkbox"/> I do some the chanc
2. I care for my own clothes.	<input type="checkbox"/> I do not even if I have the chance	<input type="checkbox"/> I do some the chanc
3. I do chores in my home.	<input type="checkbox"/> I do not even if I have the chance	<input type="checkbox"/> I do some the chanc
4. I keep my own personal items together.	<input type="checkbox"/> I do not even if I have the chance	<input type="checkbox"/> I do some the chanc
5. I do simple first aid or medical care for myself.	<input type="checkbox"/> I do not even if I have the chance	<input type="checkbox"/> I do some the chanc
6. I keep good personal care and grooming.	<input type="checkbox"/> I do not even if I have the chance	<input type="checkbox"/> I do some the chanc

<https://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale>

# Me! Scale for Assessing Self-Awareness & Self-Advocacy

## ME! Scale

1. I know I am in special education.
  - a. Yes
  - b. I think
  - c. Not sure
  - d. No
2. I have a disability.
  - a. Yes
  - b. I think
  - c. Not sure
  - d. No
8. I can tell my teachers about accommodations I need in class.
  - a. Yes
  - b. I think
  - c. Not sure
  - d. No
9. I feel good about my future.
  - a. Yes
  - b. I think
  - c. Not sure
  - d. No

<https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy>

# Standing Up for Me Plus (SUFM+)

SUFM+ is a self-determination curriculum at the high school level. The curriculum contains a number of original assessments designed to assess the following:

- Student strengths
- Accommodations needed
- Work setting preferences
- Postsecondary education preferences
- Independent living preferences

The image shows a screenshot of the SUFM+ assessment form for High School students. The form is titled "Strengths Assessment - High School" and includes sections for "Accommodations to Help Me", "Work Setting Preferences", "Type of Education or Training I Would Like", "Where I Want to Live", and "How will I get around?". Each section contains checkboxes for various options and a date field. The form is designed to be filled out by the student, with instructions provided for each section.

Strengths Assessment - High School			
Name:		Date:	
Instructions: Write a check (✓) in the boxes that represent your strengths.			
Accommodations to Help Me			
Name:		Date:	
<input type="checkbox"/>	Accommodations for Assignments and Assessments	Subject Area	
<input type="checkbox"/>	Why is this Accommodation Needed?		
Work Setting Preferences			
Name:		Date:	
Instructions: Check the choices you like best in each section.			
Section 1	Section 5	Section 12	
Type of Education or Training I Would Like			
Name:		Date:	
Choice 1	Choice 2		
Where I Want to Live			
Name:		Date:	
Instructions: Check the choices you like best for each question. It is okay to choose more than one.			
In what type of home do I want to live?		With whom do I want to live?	
<input type="checkbox"/>	House	<input type="checkbox"/>	Alone
<input type="checkbox"/>	Apartment (rent)	<input type="checkbox"/>	Parents
<input type="checkbox"/>	Mobile Home	<input type="checkbox"/>	Friends
<input type="checkbox"/>	Condominium (apartment to buy)	<input type="checkbox"/>	Husband/Wife
<input type="checkbox"/>	Group Home	<input type="checkbox"/>	Sister or Brother
<input type="checkbox"/>	Other: _____	<input type="checkbox"/>	Roommate
<input type="checkbox"/>		<input type="checkbox"/>	Other Family: _____
<input type="checkbox"/>		<input type="checkbox"/>	Other: _____
How will I get around?			
<input type="checkbox"/>	Bike	<input type="checkbox"/>	Walk
<input type="checkbox"/>	Parents	<input type="checkbox"/>	Friends
<input type="checkbox"/>	Bus	<input type="checkbox"/>	Car
<input type="checkbox"/>	Motorcycle	<input type="checkbox"/>	Taxi/Uber/Lyft
<input type="checkbox"/>	Scooter	<input type="checkbox"/>	Other: _____
Where do I want to live?			
<input type="checkbox"/>	City in which I currently live:	<input type="checkbox"/>	Different city, but the same state in which I live:
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	Different city and state:	<input type="checkbox"/>	Different country:
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

# I'm Determined

## ❑ Self-Determination Checklists

- **Student Self-Assessment:** <https://imdetermined.org/wp-content/uploads/2017/10/selfdeterminationcheckliststudentself-assessment.pdf>
- **Parent Assessment:** <https://imdetermined.org/wp-content/uploads/2017/10/selfdeterminationchecklistparentassessment.pdf>
- **Parent Assessment (Spanish):** [https://live-jmu-imdetermined.pantheonsite.io/wp-content/uploads/2021/04/lista\\_de\\_verificaciA%CC%83%C2%B3n\\_de\\_autodeterminaciA%CC%83%C2%B3n.pdf](https://live-jmu-imdetermined.pantheonsite.io/wp-content/uploads/2021/04/lista_de_verificaciA%CC%83%C2%B3n_de_autodeterminaciA%CC%83%C2%B3n.pdf)
- **Education Assessment:** <https://imdetermined.org/wp-content/uploads/2017/10/selfdeterminationchecklisteducatorassessment.pdf>

## ❑ Educators/Administrators Self-Determination Needs Assessment Tool

[https://imdetermined.org/wp-content/uploads/2017/10/needs\\_assessment\\_tool.pdf](https://imdetermined.org/wp-content/uploads/2017/10/needs_assessment_tool.pdf)

# Self-Determination Inventory System (part of SDLMI)



The Self-Determination Inventory System (SDIS), available online, is a suite of tools that measure a person's self-determination.

- Self-Determination Inventory: Student Report (SDI:SR)
- Self-Determination Inventory: Parent/Teacher Report (SDI:PTR)
- Self-Determination Inventory: Adult Report (SDI:AR)

**SDI:SR**

*STUDENT REPORT*

**SDI:PTR**

*PARENT/TEACHER REPORT*

<https://selfdetermination.ku.edu/homepage/assessments/>

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# Self-Determination Curriculum

# Self-Determination Curriculum Zarrow Center

## Zarrow Center – Transition Education Resources

<https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials>

- ❑ ChoiceMaker Curriculum (and assessment)

<https://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum>

- ❑ ME! Lessons for Teaching Self-Awareness and Self-Advocacy  
(Placed on the Zarrow Center website with permission from Dr. Michael Wehmeyer of the University of Kansas)

<https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy>



# Self-Determination Curriculum

## Zarrow Center

### Zarrow Center – Transition Education Resources (continued)

- ❑ Student Directed Transition Planning (SDTP)

<https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning>

- ❑ Whose Future is It Anyway? 2<sup>nd</sup> Edition

<https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway>

- ❑ Xello-Self Determination Lessons

<https://help.xello.world/en-US/Content/Resources/PDFs/Lesson-Resources-6-12/Self-Advocacy.pdf>



# Self-Determination Curriculum

## Explore Work



### *Explore Work* Self-Advocacy Lessons

<https://explore-work.com/topics/self-advocacy/>

- Self-Advocacy Introduction
- Your Disability
- Self-Advocacy Practice and Challenges
- Self-Determination

# Self-Determination Curriculum

## SDLMI

### Self-Determined Learning Model of Instruction (SDLMI)

<https://selfdetermination.ku.edu/homepage/intervention>

- The SDLMI enables teachers and other school personnel to support students with or without disabilities to:
  - Learn and use skills that enable them to self-regulate problem solving, leading to goal setting and attainment
  - Identify meaningful learning goals and make progress toward goals across multiple curricular domains
  - Achieve more positive school and post-school outcomes
  - Become more self-determined

# Self-Determination Curriculum

## Standing Up for Me – Plus (SUFM+)

### Standing Up For Me - Plus (SUFM+) Curriculum and Training

- ❑ SUFM+ is an updated version of the original SUFM curriculum. There are three large units with sections and lessons as follows:
  - Unit 1 – Understanding Me
  - Unit 2 – Understanding My Individual Educational Plan
  - Unit 3 – Understanding How to Participate In and Lead My IEP Meeting



## Standing Up for Me - Plus

Florida Department of Education,  
Bureau of Exception Education Student Services  
2020

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Self-Determination Curriculum



# Instructional Strategies

# Combine Universal Design for Learning (UDL) with Transition Instruction

❑ The universal design for learning (UDL) framework is an ideal strategy for providing self-determination instruction to any student while also maintaining accessibility for all students. UDL gives all students the options to choose how they engage in learning; receive information; and express what they are learning.

## ❑ UDL Transition Checklist:

[https://drive.google.com/file/d/0BzNJE\\_acBIcjWXA3VVFVVFU4RDQ/view](https://drive.google.com/file/d/0BzNJE_acBIcjWXA3VVFVVFU4RDQ/view)

UDL Component: Guide appropriate goal setting II 6.1

### Secondary Transition Self-Assessment Guiding Questions:

- ❑ Have you provided instruction on identifying **interests, preferences, strengths, and needs**?
- ❑ Have you provided instruction on how to set **appropriate goals** based on interests, preferences, strengths, and needs?
- ❑ Is the instruction on goal-setting specific to the academic task or do the students learn a general goal-setting strategy that can be **applied across academic tasks**?
- ❑ Do the students learn a general goal-setting strategy that can be applied across tasks **outside of academics** (e.g., work, home, social situations)?
- ❑ Does your instruction across the academic year **revisit goal-setting**?
- ❑ Does your plan include an **assessment** of goal-setting skills along with the academic outcome?
- ❑ Do you encourage students to set post-school goals (i.e., employment, education/training, and/or independent living)?

Notes:

# Florida's Self-Determination Course

## ❑ Self-Determination Course #7963140

<https://www.cpalms.org/Public/PreviewCourse/Preview/12983>

- Self-Determination and Self-Advocacy (1-5)
- Choice Making and Motivation (6-8)
- Decision Making and Problem Solving (9-10)
- Personal and Social Relationships (11-13)
- Personal and Career Planning (14-17)
- Leadership (18-19)



## ❑ Scope and Sequence for the Self-Determination Course

[http://project10.info/files/7963140\\_SelfDetermination\\_v5.21.15.pdf](http://project10.info/files/7963140_SelfDetermination_v5.21.15.pdf)



# I'm Determined

- ❑ “How Self-Determined Are You? A Toolbox of Resources to Help Build Self-Determination Skills”

[https://imdetermined.org/wp-content/uploads/2018/06/toolbox\\_for\\_self-determination\\_2.pdf](https://imdetermined.org/wp-content/uploads/2018/06/toolbox_for_self-determination_2.pdf)

- Good Day Plan
- One-Pager
- Goal Setting and Attainment (“Goal Plan”)

- ❑ Resources- can be filtered by educators, families and youth

<https://imdetermined.org/resources/>

- ❑ Parent Modules, “Parent Path to Success”

<http://app.imdetermined.org/parents/modules/>



# Self-Determination and Self-Advocacy Guide

This guide from Project 10 focuses on the importance of self-determination for everyone, including young and old; teachers and students; parents and children; and students with and without disabilities.

Use this guide to find guidance on the following:

- Effect of teacher instruction on student acquisition of self-determination skills.
- Instructional ideas for each of the self-determination skill components.
- The role of self-determination in the IEP and IEP meeting.
- How teachers can grow in self-determination.



# Evaluation and Progress Monitoring

# Self-Determination and the IEP

- How does an IEP team determine whether or not a student needs instruction in self-determination and self-advocacy?

Below are a few considerations:

- Student participation in IEP team meetings is irregular or minimal
- The student is ineffective in communicating strengths, needs, interests, and preferences and uncertain of his/her desired postsecondary goals.
- The student is having trouble self-advocating with peers.
- The student needs accommodations in the learning setting but struggles to request and/or utilize such accommodations.
- Self-determination assessment(s) indicate areas of need or underperformance.

# Opportunities for Students to Practice Self-Determination Skills at School

Students have a variety of opportunities to practice their self-determination skills at school. Below are just a few:

- Prepare for, participate in and demonstrate leadership during IEP meetings.
- Commit to achieving annual and postsecondary goals identified in the IEP.
- Request accommodations with teachers as needed.
- Complete class assignments responsibly; ask for help as needed.
- Choose to participate in extra-curricular activities of interest.
- Manage and regulate one's behavior as appropriate to the situation.

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# QUESTIONS AND THANK YOU!

THANK YOU FOR YOUR ATTENDANCE AND  
PARTICIPATION!