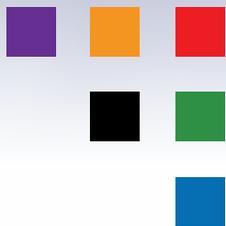


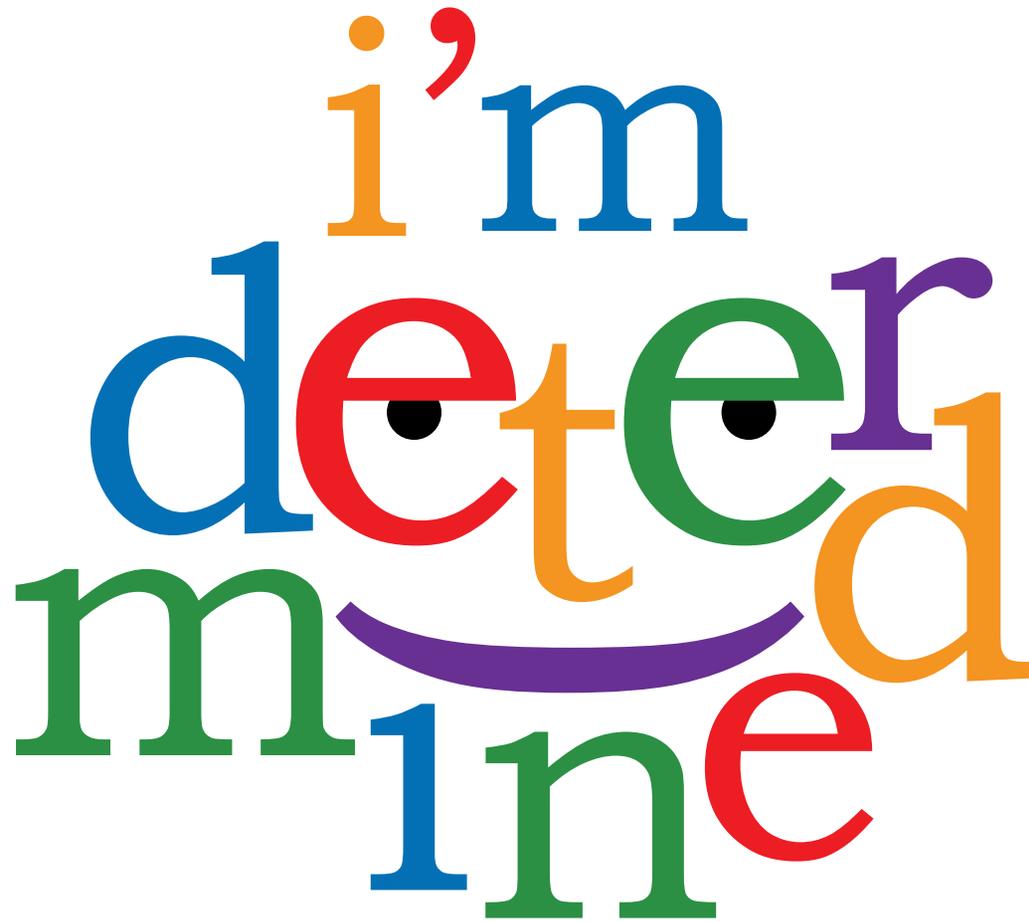
i'm  
deter  
mine  
d



# How Self-Determined Are You?

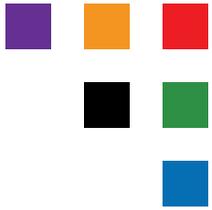
A Toolbox of Resources to Help Build Self-Determination Skills



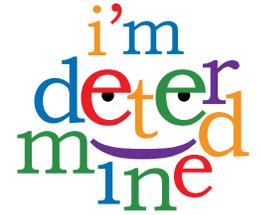


The I'm Determined project, a state directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This project facilitates youth, especially those with disabilities, to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger.

[imdetermined.org](http://imdetermined.org)



# What is Self-Determination?



## Self-Determination is...

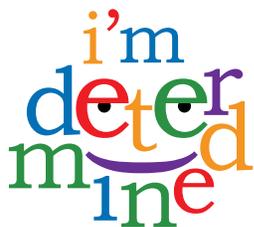
“Acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference.”

- Wehmeyer, 1996

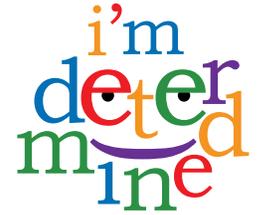


## Self-Determination is...

- 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



# What Is Self-Determination? How Can I Help My Child Become More Self-Determined?

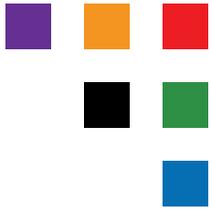


## Parents should know:

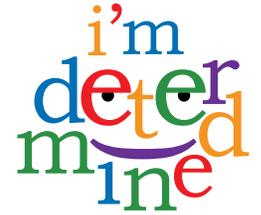
- Studies show that students who included self-determination goals in their Individualized Education Programs (IEPs) were more likely to earn a higher income one year after graduation (Wehmeyer, 2004).



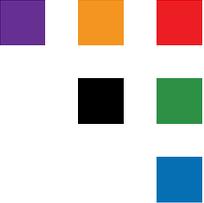
Self-determination refers to both the right and the ability to direct your own life. Self-determination allows people to make choices and decisions to improve their quality of life.



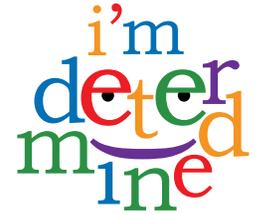
## Core Components



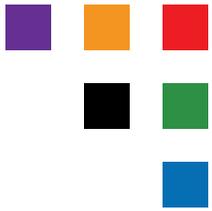
Factors that influence long-term social/emotional competence make up the [core components](#) of self-determination. The I'm Determined Project bases tools, materials, and training opportunities around these core components.



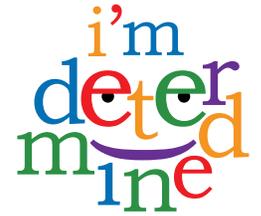
## What do the Core Components of Self-Determination Mean?



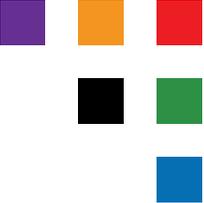
- **Choice making:** The skill of making a choice between two known options.
- **Decision making:** The skill of choosing between more than two known options.
- **Problem solving:** The skill used when a solution is not readily known; decision-making and choice making are part of process.
- **Goal setting & attainment:** The skill of determining how you are going to accomplish what you want (setting the goal, plan for implementation and measuring success).
- **Self-regulation (skills include self-observation, self-evaluation, self-reinforcement):** The process of monitoring one's own actions.
- **Self-instruction:** Skills that assist the student in using his own verbal prompts for solving problems.
- **Self-advocacy:** Skills necessary to be able to speak up or defend a cause of person.
- **Internal locus of control:** The belief that one has control over outcomes that are important to life.
- **Self-efficacy:** The conviction that one can successfully execute the behavior required to produce a given outcome.
- **Efficacy expectations:** The belief that if a specific behavior is performed, it will to lead to anticipated outcomes.
- **Self-awareness and self-knowledge:** The skills of knowing one's own strengths, weaknesses, abilities, and limitation, and knowing how to use these unique attributions to beneficially influence one's own life.



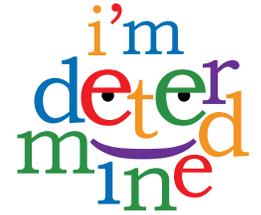
# Components of Self-Determination and Strategies for Developing Self-Determined Behavior



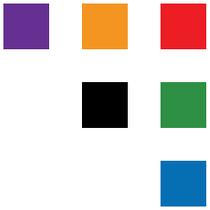
CORE COMPONENTS	ACTIVITIES
<b>Choice-Making Decision-Making</b>	<b>Allow your child to make choices/decisions, such as:</b> <ul style="list-style-type: none"><li>• What to wear to school (from among several choices)</li><li>• Which of several entrees to have for dinner</li><li>• Which of two social activities to attend</li></ul>
<b>Problem-Solving</b>	<b>Discuss with your child:</b> <ul style="list-style-type: none"><li>• How to resolve an argument with a schoolmate</li><li>• What to do when there is homework to do, but friends are asking him to play outside</li><li>• How to deal with unhappiness about not getting as much playing time on the soccer team as she would like</li></ul>
<b>Goal-Setting Goal-Attainment</b>	<b>Model these behaviors by:</b> <ul style="list-style-type: none"><li>• Posting a schedule of your daily chores and checking them off as they are completed</li><li>• Listing on a calendar the steps you will follow to create a summer vegetable garden</li><li>• Involving your child in planning a family vacation, game night, or weekend adventure</li></ul>



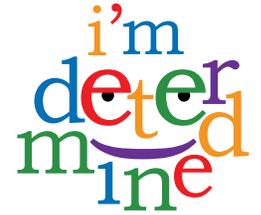
# Components of Self-Determination and Strategies for Developing Self-Determined Behavior (continued)

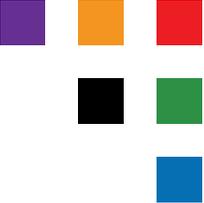


CORE COMPONENTS	ACTIVITIES
<p><b>Independence</b></p>	<p><b>Provide your child with:</b></p> <ul style="list-style-type: none"> <li>• Opportunities and time for independent self-care activities, such as filling the bath tub, washing her hair, making her bed, packing her own school lunch.</li> <li>• Instruction in how to do chores and the opportunity to do them without help.</li> <li>• Time to complete homework independently, even if he makes errors.</li> </ul>
<p><b>Self-Observation</b> <b>Self-Evaluation</b> <b>Self-Reinforcement</b></p>	<p><b>Teach your child to:</b></p> <ul style="list-style-type: none"> <li>• Ask for help before he gets too confused or frustrated.</li> <li>• Discuss the positive and negative consequences of her actions.</li> <li>• Participate in extracurricular activities to promote her self-worth.</li> </ul>
<p><b>Self-Advocacy</b> <b>Leadership</b></p>	<p><b>Model these behaviors by:</b></p> <ul style="list-style-type: none"> <li>• Order and pay for his own lunch at a restaurant.</li> <li>• Organize a recreational activity for the family.</li> <li>• Run for a student organization office.</li> </ul>
<p><b>Self-Awareness</b> <b>Self-Knowledge</b></p>	<p><b>Teach your child to:</b></p> <ul style="list-style-type: none"> <li>• Identify his interests and strengths</li> <li>• Explain his disability and how he learns best</li> <li>• Recognize the challenges his disability presents</li> </ul>

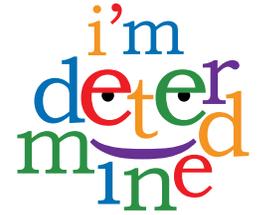


# Questions to Ask Yourself





# Suggestions for Talking to Your Child



## **Focus on the child and not the disability:**

- Love and cherish your child and his/her unique characteristics.
- Recognize that your child is more like his/her peers than different.
- Use person-first language and language the student will understand.

## **Provide feedback for your child:**

- Praise progress and effort as well as results.
- Give honest and specific compliments.
- Provide corrective criticism when warranted.
- Know that by talking to your child you are modeling skills he will need to be self-determined.

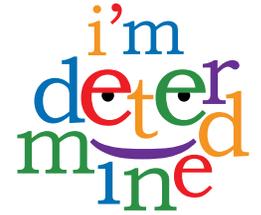
## **Be knowledgeable about your child's strengths, talents, gifts, interests, and learning differences:**

- Begin discussion by talking about the strengths, gifts, interests, and learning differences of everyone in the family.

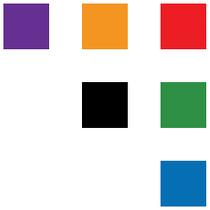
## **Educate, do not excuse:**

- Discuss role models.
- Stress coping and learning strategies.
- Know that the expectations that you have for your children greatly influence their achievements for themselves.
- Children with disabilities are often unmotivated due to feelings of failure, frustration, and false labels (crazy, lazy, dumb).

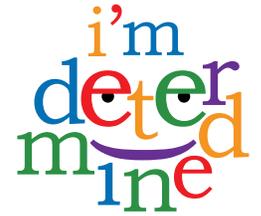
# Promoting Self-Determination Skills for Your Child with Disabilities



- Give your child opportunities to have a wide variety of experiences so he/she can discover likes and dislikes, and strengths and challenges.
- Expose your child to a wide variety of foods, toys, and clothing styles in order to increase knowledge of the world and to develop preferences.
- Offer structured choices such as a choice between two breakfast foods, two shirts, or two toys so that your child can develop preferences and exercise personal control.
- Allow your child to see you setting and achieving daily and long-term goals.
- Guide your child in setting one simple daily or weekly goal (e.g., independently brushing teeth, saying “thank you,” finishing homework).



# When You Need Help...



**WHEN I NEED HELP**

**If I don't understand I can...**

- Reread the instructions
- Quietly ask a friend for help
- Ask the teacher for help

**If I'm frustrated or stressed...**

- I can walk away or ignore
- I can ask for a break
- I can find an adult to ask for help

How does your child indicate he needs help? Will he independently ask for help?

---

---

---

How do you know that your child is frustrated? Does she share her frustration with teachers, employers, family members, or friends?

---

---

---

Does your child advocate for his wants and needs?

---

---

---

Have you talked to your child about her disability? How does she share in the development of the IEP?

---

---

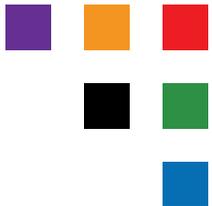
---

What opportunities does your child have to make choices? How does he communicate those choices?

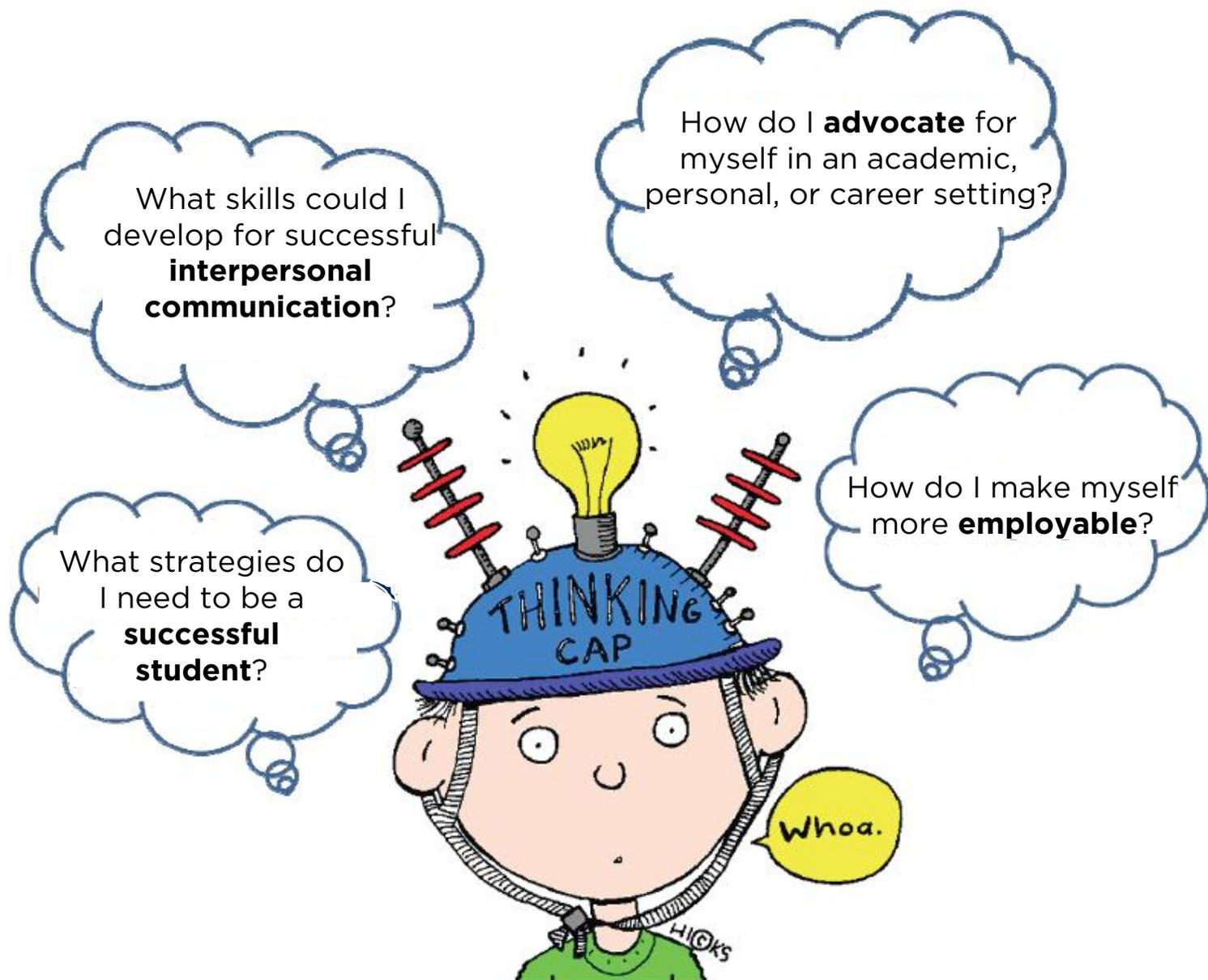
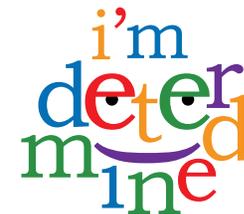
---

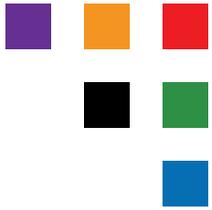
---

---

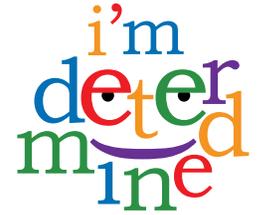


# Thinking Cap





## Tools to Pack in Your I'm Determined Tool Box



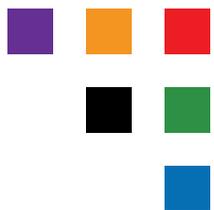
### GOOD DAY PLAN

**ONE-PAGER**

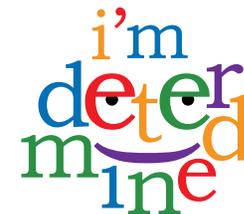


**GOAL PAGE**

When students with disabilities show they can make things happen and take responsibility for planning and decision-making it can help change how others view them and encourage others to set higher expectations for them. Having some control over their lives instead of someone else making decisions for them helps build self-esteem and self-worth.



## Sharing Who You Are With a One-Pager



Think about a time when you really wanted someone to know stuff about you but you really didn't want to have to take the time and the words to explain it. Think about your IEP. How long does it take for anyone to look at it and find out the important things about you?



### What it is

The One-Pager is a simple tool to help provide important information about you. The One-Pager was created as a way to cut through all of that paper and get at the important stuff quickly and all on one page.

### What it does

It outlines four categories: My Strengths, My Preferences, My Interests, and My Needs to help others know who you are. You identify these categories (with assistance from parents, teachers, etc.) to introduce yourselves to new teachers, employers, case managers, and others in your support system to clarify your needs and goals based on your strengths and interests.

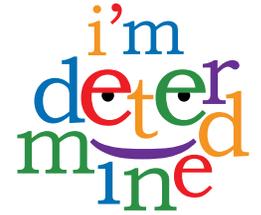
### How to use it

You can use a [template](#) to type or hand write in information, and adding pictures or objects will work too. It all depends on what works best for you as an individual.

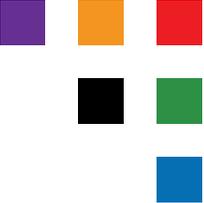
Use the apps! The IMD<sup>3</sup> [iOS app](#) works only with iPads and includes a Teacher Dashboard that allows teachers to track and manage their class. The [Web app](#) works on any connected device or computer.

Use a cell phone or iPad to e-mail it to teachers, employers, and others.

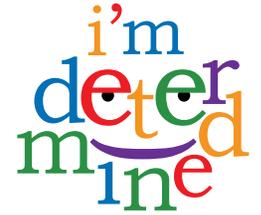
# One Pager: Incorporating Objects



Creating a one pager should be unique to the abilities of each child so that it portrays a picture of the child. Not everyone is going to be able to use words to tell others about themselves. For some students, using pictures or objects may be the way to help others understand who they are. When helping a child or youth create a one pager, it is important to consider the individual's level of communication.



# One Pager: Implementation Guide



## MY STRENGTHS



- What do I do well in school?
- What do I do well at home or in my community?
- What do other people say are my strengths?

## MY INTERESTS



- What do I like to do when I am not in school?
- What activities or organizations do I enjoy participating in?
- What are my hobbies?

## MY PREFERENCES

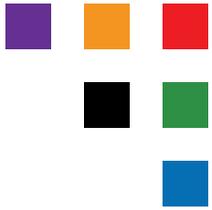


- What works for me? What helps me be successful?
- Where do I see myself in the future...
  - Living?
  - Working?
  - Doing for fun?

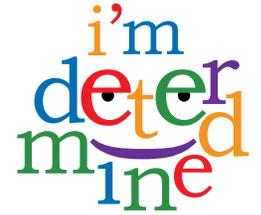
## MY NEEDS



- What are the accommodations that help me?
- How can others help me?
- What are things that are difficult for me?



# One Pager: Your Answers



NAME:

DATE:

ADDRESS:

DOB:

## MY STRENGTHS



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## MY INTERESTS



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## MY PREFERENCES



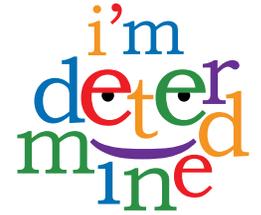
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## MY NEEDS



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# One Pager: Example



**NAME:** Justin George

**DATE:**

## MY STRENGTHS



- Attention to detail
- Desire to help others
- Easily use technology
- Rule oriented when it is required

## MY INTERESTS



- Social Media
- Radio Communications
- Outdoors
- Family Time
- Weather

## MY PREFERENCES



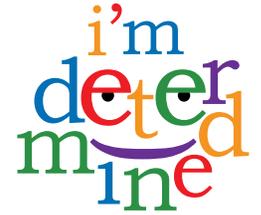
- Hands on learning
- Walk through instructions
- Interactions with others
- Reading
- Quiet learning environment

## MY NEEDS



- Help with abstract ideas
- Motivational support
- Social support
- Schedule/reminders
- Organizational support

# One Pager: Example



DATE:



## MY STRENGTHS



- Music
- Sports
- Making friends
- Having fun

## MY PREFERENCES



- I prefer to be around people who like me for who I am and don't underestimate me.
- I learn best by listening.

## MY INTERESTS

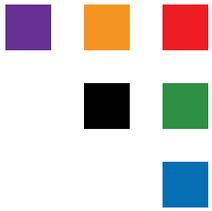


- Music (writing, playing guitar, and singing).
- Playing sports (soccer, football, and skiing).
- Making every moment in life count.

## MY NEEDS



- Sitting in the front of the class.
- Getting notes already filled out.
- I need to be able to hear the teacher.



# One Pager: Example



## I LIKE TO



Deliver the paper



Recycle



Shop



Stock at Walmart

## ACCOMODATIONS THAT WORK



Verbal Praise

Augmentative Communication System



## IN THE FUTURE I WANT TO



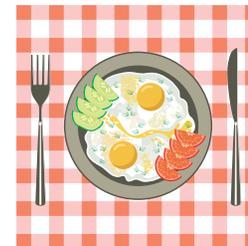
Attend Homecoming Parade



Attend Prom



Attend Senior Picnic

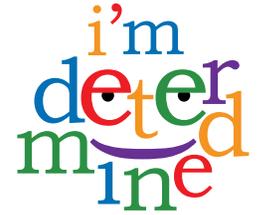


Attend Senior Breakfast



Graduate at the Siegel Center

# One Pager: Example



NAME: Sydney

DATE:

## MY STRENGTHS



- I am learning how to deal with my stuttering.
- I am making changes in my breathing and how I talk.

## MY INTERESTS



- I like to hunt
- I like to ride my golf cart
- I like to play with my brother

## MY PREFERENCES

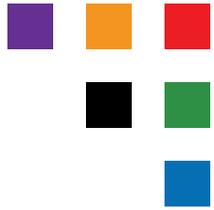


- Please do not talk about my speech!

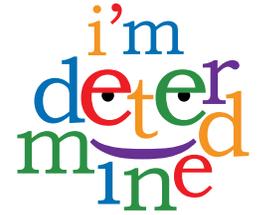
## MY NEEDS



- Help from speech-language pathologist



## My Good Day Plan



Think about what a good day at school or work looks like for you. Do you need coffee? Do you need to listen to music first thing in the morning or do you need quiet to start your day? Does it happen now? If not, what can YOU do to make it happen? Who can help you out along the way?



### What it is

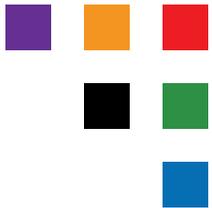
The Good Day Plan is a simple tool used to help you identify the factors that play a role in whether or not you have a good day.

### What it does

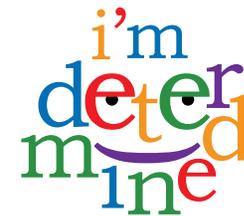
The Good Day Plan allows you to view your day from beginning to end and helps you identify a structure/routine that enables you to have a good day.

### How to use it

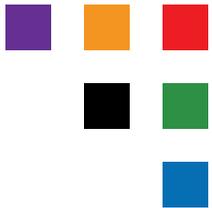
You and a teacher/parent/mentor visualize a good day and write down the steps to achieve it. Then, using the apps or following the [template](#), create an action plan to make your good day happen more often. The IMD<sup>3</sup> [iOS app](#) works only with iPads and includes a Teacher Dashboard that allows teachers to track and manage their class. The [Web app](#) works on any connected device or computer.



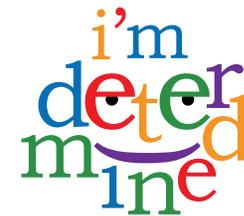
# My Good Day Plan: Implementation Guide



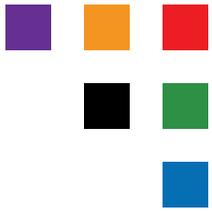
Good Day	Now	Action	Support
What happens on a good day?	Does it happen now?	What needs to happen to make it a Good Day?	Who can help me?
<ul style="list-style-type: none"> <li>• What do I need to have a good day?</li> <li>• What are my strengths?</li> <li>• What makes me happy?</li> <li>• What things are present on good days?</li> </ul>	<ul style="list-style-type: none"> <li>• Am I getting what I need during the day?</li> <li>• If yes, great! Keep it up!</li> <li>• If not, move to the next column to think of options or opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• What do I need to make that happen?</li> <li>• What strategies should I create?</li> <li>• What goals should I set for myself?</li> <li>• What do others do to make this happen?</li> <li>• Is there a reasonable alternative?</li> </ul>	<ul style="list-style-type: none"> <li>• What people can help me have a good day?</li> <li>• What people do I need in order to increase the chances of things happening?</li> <li>• Who is my network of support?</li> <li>• Can I be the support person for this?</li> </ul>



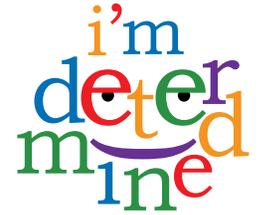
# My Good Day Plan: Your Answers



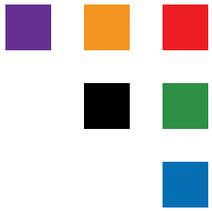
<b>Good Day</b>	<b>Now</b>	<b>Action</b>	<b>Support</b>
What happens on a good day?	Does it happen now?	What needs to happen to make it a Good Day?	Who can help me?



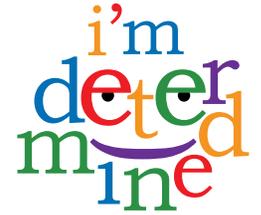
# My Good Day Plan: Example



Good Day	Now	Action	Support
What happens on a good day?	Does it happen now?	What needs to happen to make it a Good Day?	Who can help me?
 Hot cocoa   Music   Classroom buddy   Task list	<ul style="list-style-type: none"> <li>Hot cocoa in the morning before school once in a while.</li> <li>Headphones to listen to calm music on the bus ride to school - not happening now.</li> <li>Greeted at bus drop off by class buddy - not happening now.</li> <li>Morning task list - tried earlier in year and dropped.</li> </ul>	<ul style="list-style-type: none"> <li>Hot cocoa packet in mug by the microwave each night before bed.</li> <li>Purchase headphones.</li> <li>Talk with classroom teacher.</li> <li>Reformat checklist - add graphics; hang on bulletin board near door.</li> </ul>	<ul style="list-style-type: none"> <li>Mom</li> <li>Mom</li> <li>Case Manager</li> <li>Classroom teacher</li> </ul>

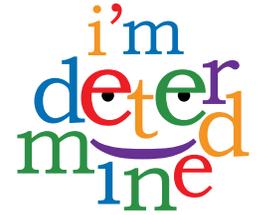


# My Good Day Plan: Example

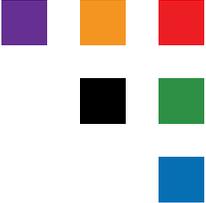


Good Day	Now	Action	Support
What happens on a good day?	Does it happen now?	What needs to happen to make it a Good Day?	Who can help me?
<ul style="list-style-type: none"> <li>I wake up on my own "feeling good."</li> </ul>	<ul style="list-style-type: none"> <li>Yes, most mornings.</li> </ul>	<ul style="list-style-type: none"> <li>I need to wake on my own. I am a heavy sleeper. Waking me up I am like a bear, grrrrrrr!!!!</li> </ul>	<ul style="list-style-type: none"> <li>Mom and me. I need to get to bed by 8:30pm, even on the weekends.</li> </ul>
<ul style="list-style-type: none"> <li>I like iPad time in the morning.</li> </ul>	<ul style="list-style-type: none"> <li>Yes, if I am nice to my mom.</li> </ul>	<ul style="list-style-type: none"> <li>I must be respectful to my mom and brother. No screaming or using bad words. I must help to dress myself.</li> </ul>	<ul style="list-style-type: none"> <li>It is up to me, but mom helps to keep my routine the same because I need it.</li> </ul>
<ul style="list-style-type: none"> <li>I eat breakfast.</li> </ul>	<ul style="list-style-type: none"> <li>Yes, during the week I eat at school. On the weekends my mom makes sure I get a good breakfast.</li> </ul>	<ul style="list-style-type: none"> <li>I am cranky without food. Mom makes sure I eat breakfast.</li> </ul>	<ul style="list-style-type: none"> <li>My mom and the ladies in the cafeteria at school.</li> </ul>
<ul style="list-style-type: none"> <li>I get my morning meds.</li> </ul>	<ul style="list-style-type: none"> <li>Yes, my mom makes sure I do, because I just can't control my actions without them.</li> </ul>	<ul style="list-style-type: none"> <li>I will settle down as soon as I get my meds. Taking them late will not help me stay focused.</li> </ul>	<ul style="list-style-type: none"> <li>That is a job for my mom</li> </ul>

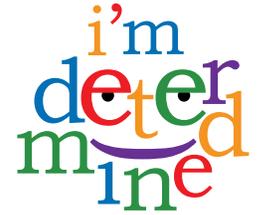
# My Good Day Plan: Example



Good Day	Now	Action	Support
What happens on a good day?	Does it happen now?	What needs to happen to make it a Good Day?	Who can help me?
<ul style="list-style-type: none"> <li>Coat in locker, use bathroom, clock-in on time.</li> </ul>	 No.	 Set timer for ten minutes before getting out of car.	 Dad
<ul style="list-style-type: none"> <li>Say "Hi" to Sandy and Mary on my way to station. Keep hands to myself.</li> </ul>	 Yes!	N/A	N/A
<ul style="list-style-type: none"> <li>Only touch glasses and cups, make time to work quiet.</li> </ul>	 No.	 Give cues - time to work quietly. NO verbal cue!!	 Sandy and Mary



# Goal Setting and Attainment



## What it is

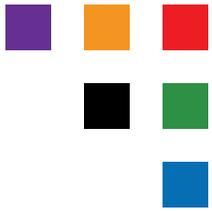
The I'm Determined Goal Plan is a visual representation of the steps needed to accomplish an identified goal. A graphic organizer assists the student in visualizing the goal, the steps needed to accomplish the goal, and possible outcomes resulting from attaining the goal.

## What it does

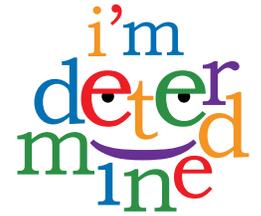
Provides a visual representation of defining a goal and breaking the goal into manageable steps needed to achieve the long term results.

## How to use it

The [templates](#) may be printed so the student can write, draw, or use pictures to define the goal and steps needed to attain the goal. You can also use the apps! The IMD<sup>3</sup> [iOS app](#) works only with iPads and includes a Teacher Dashboard that allows teachers to track and manage their class. The [Web app](#) works on any connected device or computer. The app enables students to use visuals for assistive communication. They can take photos and videos to provide personalized information. The app also allows for typing in custom responses.

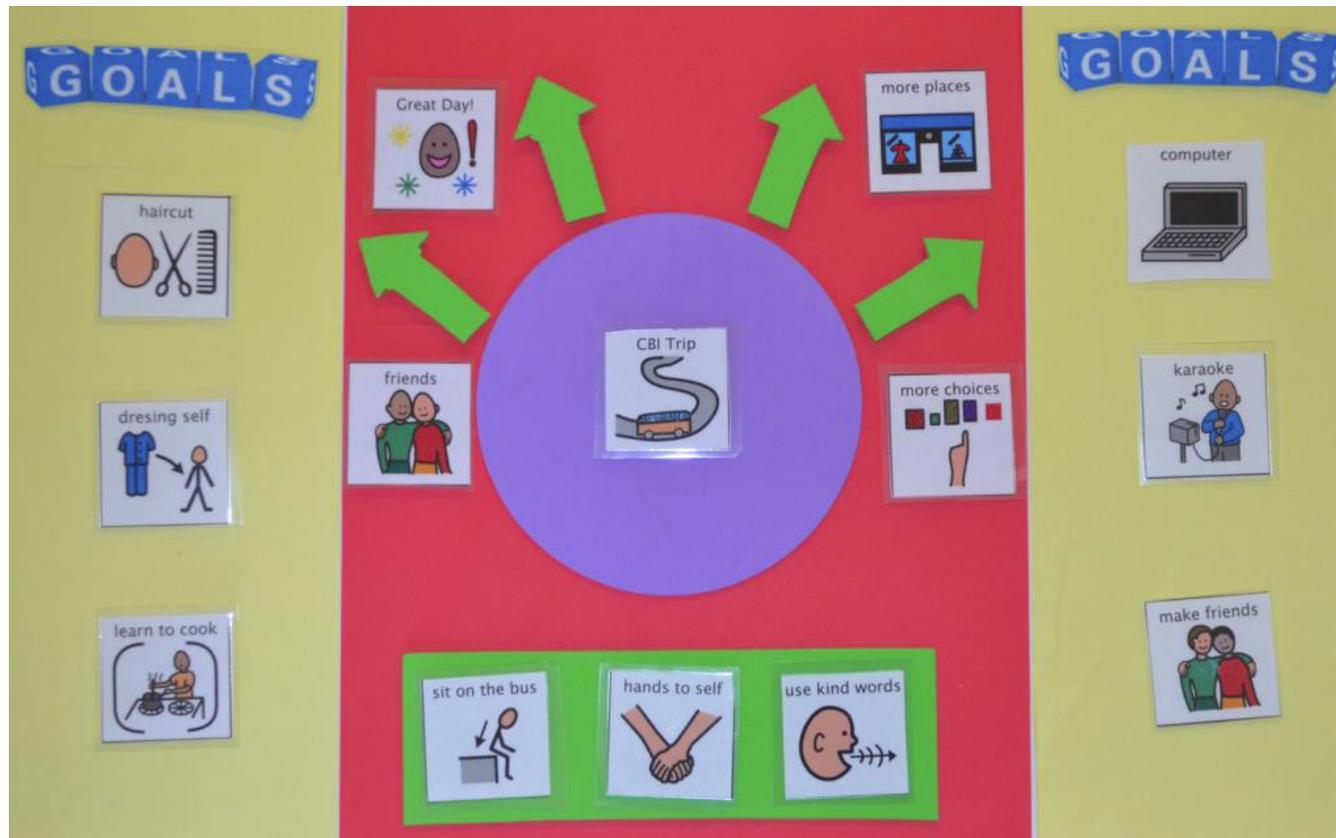
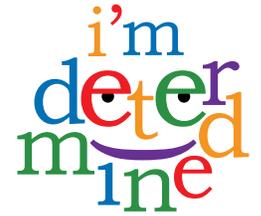


# Goal Setting and Attainment: Your Answers

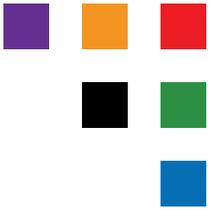


What I need to do to get there: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

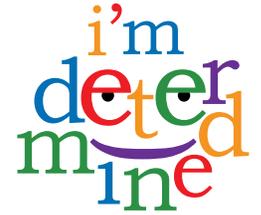
# Goal Setting and Attainment: Example



Goals can be long or short term. They can address taking steps necessary to reach a broader goal. Looking at your student's preferences, level of understanding, and means of communication are important when creating goals. Identifying a goal and presenting it in a way that your student can understand and share will make it more attainable.



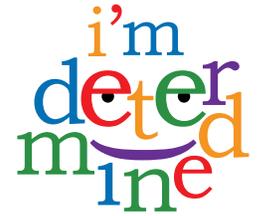
# Goal Setting and Attainment: Example



**What I need to do to get there:**

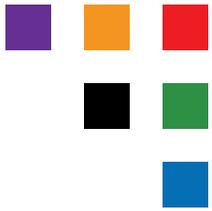
- Write my homework in my agenda so I won't forget it.
- Write my heading: Name, Date, Subject on each page.
- Focus my brain on one thing at a time and just do it.
- No distractions!

# Goal Setting and Attainment: Example

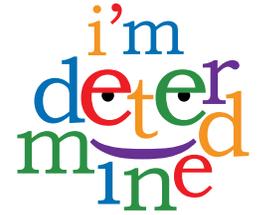


## What I need to do to get there:

- Work on my learner's permit/driver's license.
- Learn focusing skills.
- Use time management skills.
- Practice money management skills.
- Know how to access support.



# Goal Setting and Attainment: Example



## What I need to do to get there:

### Roommates

- Decide; 1 or 2
- Overnight support?
- Craigslist ad
- Word of mouth
- Expectations

### Place

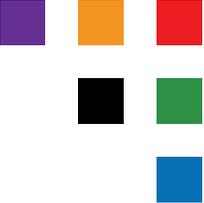
- Maximum rent (for 2) \$800
- Visit apartments
- List non-negotiables

### Money

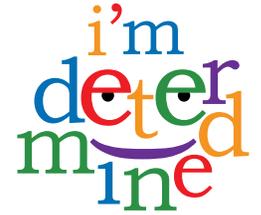
- Figure out how much is available - typical month
- Make a budget
- Trust?
- Emergency fund

### Support

- Maximum hours available? (Waiver)
- Transportation to/from work
- Create a support plan
- Back up plan -



## Free Web App Access to all Three Tools



**ONE-PAGER**



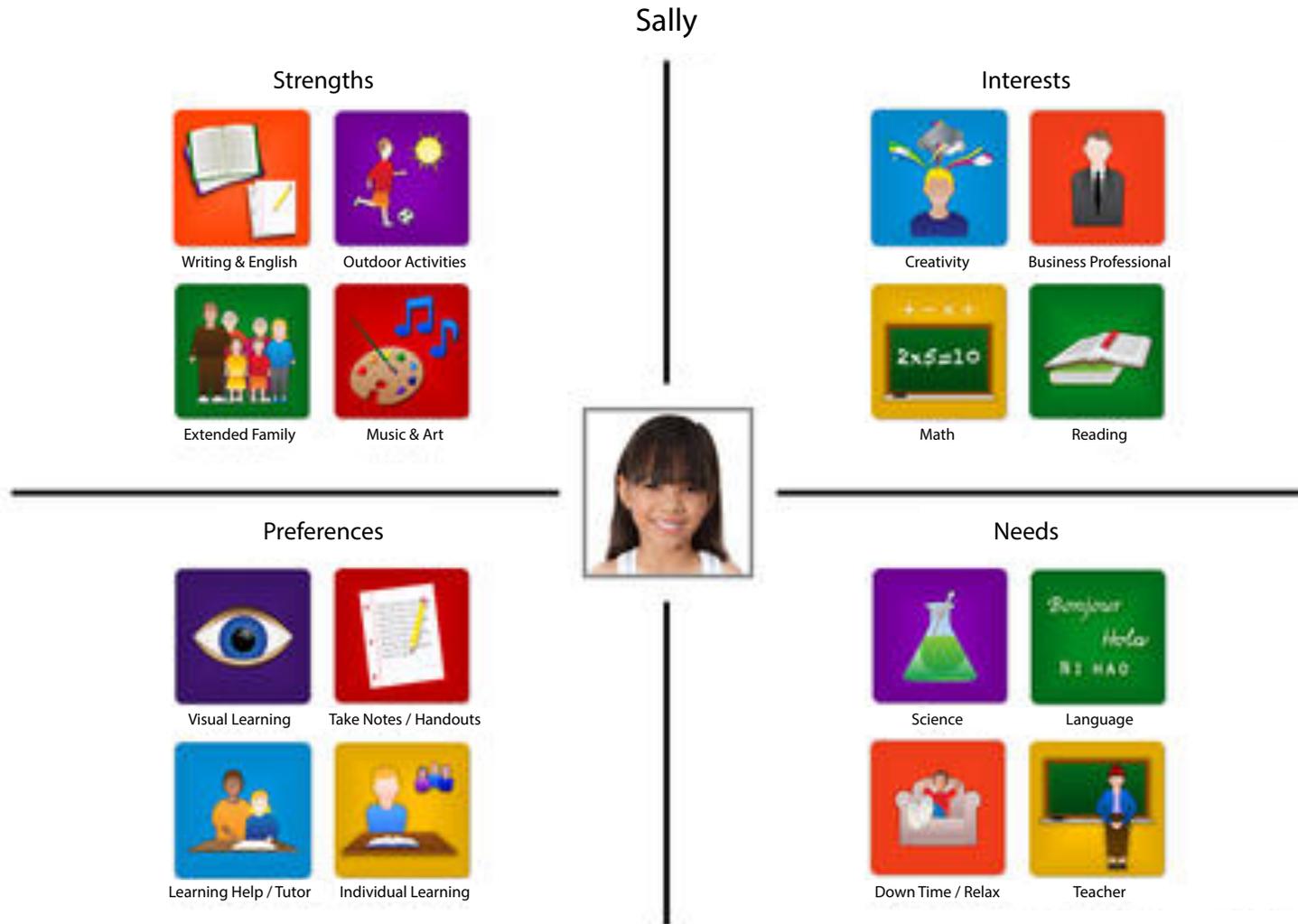
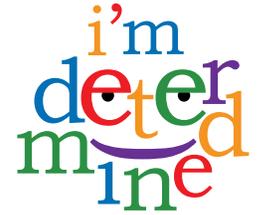
**GOOD DAY PLAN**



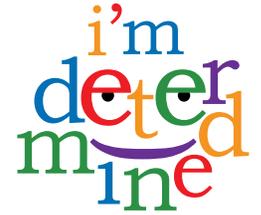
**GOAL SETTING**

The Web Apps were built with quick student output in mind. Students can simply navigate to the tool, fill it out, and they are done. The Web Apps do not require teacher setup, and they work on any device or computer with Internet access. Once a student completes a tool, he can save it to the computer or device he is working on, print it, or e-mail it.

# One-Pager Web App Provides Picture Choices to Place into the Document



# Using the Web App Tool to Share What Happens on a Good Day?



	What Happens on a Good Day?	Does it Happen Now?	What Needs to Happen?	Who Can Support me?
At home in the morning	 Eat a Healthy Breakfast	 Regularly	 Keep It Up	 Coach / Mentor
At school in the morning	 Sit In My Preferred Seat	 Sometimes	 Get To Class On Time	 Teacher
At school in the afternoon	 Outdoor Activities	 Regularly	 Keep It Up	 Siblings / Friends
At home in the evening	 Eat Dinner	 Always	 Be On Time For Dinner	 Mom / Dad



Print

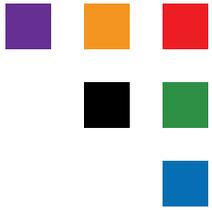


Save

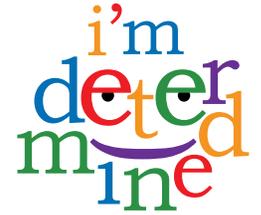


Exit

The Good Day Plan Web App can be used to create a Good Day Plan on any device or computer with Internet access. It can then be saved to the computer or device they are working on, printed, or e-mailed. It can also be personalized by adding the student's name and picture.



## IMD<sup>3</sup> App



iOS App

Includes Teacher Dashboard

The IMD<sup>3</sup> [iOS app](#) is a FREE tool set to empower students with disabilities and educators. The latest edition of the I'm Determined Project's tool set allows students to create self-evaluations, set individual goals, and plan good days. The

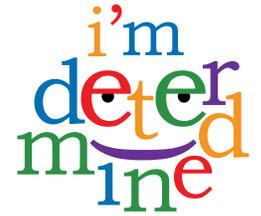
app combines the functionality of the One-Pager, Goal Setting, and Good Day Plan into one easy to use application; keeping your students entries all in one place.

The IMD<sup>3</sup> App was built with teacher management in mind. It requires a teacher to log in, create classes, and add students in order for students to fill out the tools. The IMD<sup>3</sup> app is a robust application that also allows that teacher to keep track of the progress students are making on all three of their tools. Lastly, the IMD<sup>3</sup> app requires an iPad to use, but does not require Internet connection once the app is downloaded.

### Step by Step Tools that:

- Enable students to communicate and identify their strengths, preferences, interests, and needs.
- Track personal, academic, and career goals over the short-, mid-, and long-term.
- Plan a good day and share it with others using an iPad.

# IMD<sup>3</sup> App: Example



No Service 11:33 AM 80%

Saved GoalPlans GoalPlan Template

Name: Game Designer Date: 01/30/2014

Money!!

Get to work with Computers

Help other people with Computers

I'll have a good supporting Job

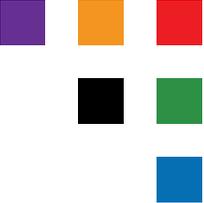
My Goal: To become a Game Designer/Computer Programmer

Get to play Games

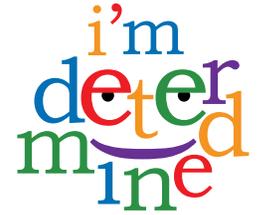
What do I need to do to get there:

1. Work with my computer at home
2. Take Electronics Class at my High School
3. Graduate High School(Regular/Advanced Diploma)

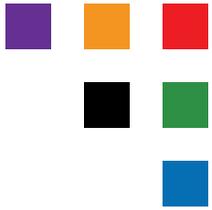
Save



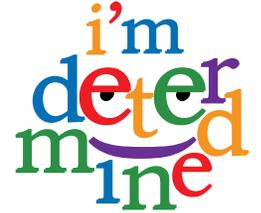
## References



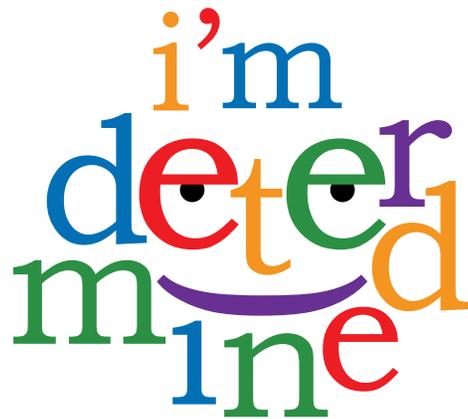
- Agran, M. (2006). Self-determination: Achieving a say-do correspondence. *Tash Connections*, May/June, 12-42.
- Lee, S.H., Palmer, S., Turnbull, A., & Wehmeyer, M. (2006). A model for parent-teacher collaboration to promote self-determination in young children with disabilities. *Teaching Exceptional Children*, 38 (3), 36-41.
- Sands, D. J., & Wehmeyer, M. L. (1996). *Self-determination across the life span: Independence and choice for people with disabilities*. Baltimore: P.H. Brookes Pub.
- Wehmeyer, M. (2004). Self-determination and the empowerment of people with disabilities. *American Rehabilitation*, Autumn, 22-29.
- Wehmeyer, M. (2007). *Self-determination: Instructional and Assessment Strategies*. Thousand Oaks, CA: Corwin.
- Wood, W., Karvonen, M., Test, D. W., Browder, D., & Algozzine, B. (2004). Promoting student self-determination skills in IEP planning. *Teaching Exceptional Children*, 36 (3), 8-16.



## Links



- **I'm Determined Website:** <http://www.imdetermined.org/>
- **One Pager:** [http://www.imdetermined.org/quick\\_links/one\\_pager/](http://www.imdetermined.org/quick_links/one_pager/)  
Printable Template: [http://www.imdetermined.org/files\\_resources/55/one-pager\\_template\\_2011.pptx](http://www.imdetermined.org/files_resources/55/one-pager_template_2011.pptx)  
Web App: <http://www.imdetermined.org/apps/onepager/>
- **Good Day Plan:** [http://www.imdetermined.org/quick\\_links/good\\_day\\_plan/](http://www.imdetermined.org/quick_links/good_day_plan/)  
Printable Template: [http://www.imdetermined.org/files\\_resources/70/good\\_day\\_plan.docx](http://www.imdetermined.org/files_resources/70/good_day_plan.docx)  
Web App: <http://www.imdetermined.org/apps/gooddayplan/>
- **Goal Setting & Attainment:** [http://www.imdetermined.org/quick\\_links/goal\\_setting\\_attainment/](http://www.imdetermined.org/quick_links/goal_setting_attainment/)  
Printable Template: [http://www.imdetermined.org/files\\_resources/80/im\\_determined\\_goal\\_plan\\_.doc](http://www.imdetermined.org/files_resources/80/im_determined_goal_plan_.doc)  
Web App: <http://www.imdetermined.org/apps/goals/>
- **IMD<sup>3</sup> App:** <https://itunes.apple.com/us/app/imd3/id932867714?mt=8>
- **Core Components:** [http://www.imdetermined.org/files\\_resources/131/core\\_components\\_of\\_self-determination.pdf](http://www.imdetermined.org/files_resources/131/core_components_of_self-determination.pdf)



[www.imdetermined.org](http://www.imdetermined.org)

Virginia Department of Education's Self-Determination Project

Additional information can be found at [indetermined.org](http://indetermined.org)

© 2016 Commonwealth of Virginia Department of Education  
The Virginia Department of Education does not  
discriminate on the basis of race, color, national origin, sex, age,  
or disability in employment or provisions of service.

# VIRGINIA DEPARTMENT OF EDUCATION

