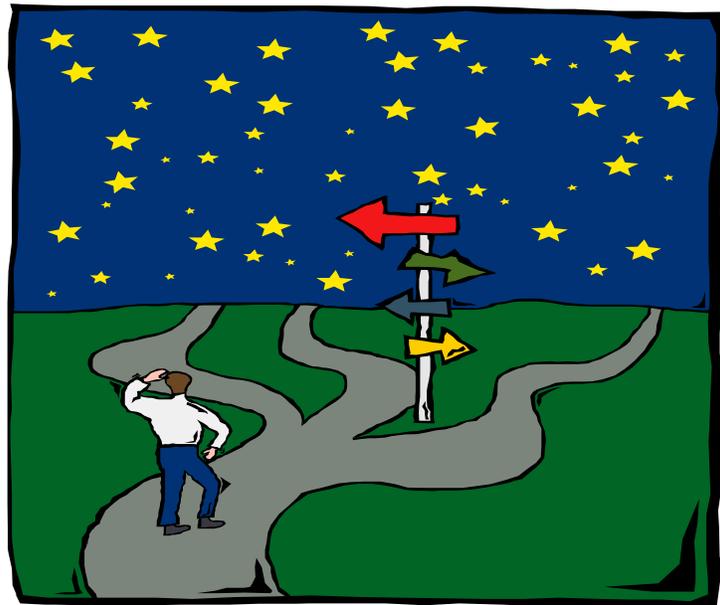


Self-Determination Resource Handbook

For teaching and facilitating transition and self-advocacy
skills



AUGUST 2001

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State Superintendent of Public Education

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Self-Determination Handbook

A resource guide for teaching and facilitating transition
and self-advocacy skills

Collaboratively developed by the Oregon Department of Education, Office of Special Education, and many dedicated teachers, students, and families in Oregon.

A special thank you to Alice Alleman for her assistance in developing this handbook.



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Self-Determination

“...the capacity to choose and to have choices be the determination of one’s own action...”

Deci and Ryan 1985

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Purpose Of This Handbook

This handbook was designed to serve as a resource for teachers and other professionals who work with young adults with disabilities who are transitioning from high school to the adult world. It contains curriculum reviews, teaching tools, and resource information that can be used in the regular education classroom, in a resource room setting, or with individual students to teach skills in transition planning and self-determination. Some of these materials may also be used during informal instruction such as counseling, planning meetings, or with families at home.

At the beginning of each section of this handbook suggestions for use are included. Users may find it helpful in the following ways:

Teachers

As a guide and resource for:

- curriculum selection and planning.
- ideas and tools to gather information when working with groups or individual students during educational/transition program planning.
- ideas and tools for teaching and supporting students to build self-determination.
- Literature references that can be useful in finding information regarding self-determination and transition planning.

For Adult Service Agency Personnel

As a guide and resource for:

- counseling in transition planning and development of self-determination skills.
- tools for gathering information regarding students' interests, skills, and aptitudes.

Students

As a guide and resource for:

- tools that can be used to gather and organize information useful in presenting ideas and needs during planning meetings.
- literature references and tools helpful in developing self-determination skills.

SELF-DETERMINATION OVERVIEW

Used with permission of the authors from the publication "Guide to Transition from School to Adult Life," Kansas State Department of Education, Jan. 1999.

Throughout the transition process, students should have the opportunity and be encouraged to actively participate and make decisions. Simply inviting students to transition IEP meetings will not ensure that their preferences and interests will be considered if they have not developed the skills necessary to advocate for their preferences. As students gain competence in strategies of self-advocacy and self-determination, their level of participation increases.

Students should be able to advocate for their hopes, needs, and desires without undue influences from others. While self-advocacy and self-determination are sometimes considered the same skill, they are actually complimentary skills which enable students to express and act upon their hopes, dreams, and desires.

Self-advocacy is best described as the expression and fulfillment of one's needs. Once students are able to describe their needs (e.g., the functional limitations of their disability) and request the accommodations needed to enable them to function effectively, they are considered self-advocates. For instance, a student with a learning disability that affects writing composition should be able to describe what she needs to help her succeed in an English class. Further, the student must have the skills to seek out ways to accommodate her disability.

Self-determination can be considered a broader concept that includes student self-advocacy. There are three primary components to self-determination: (1) skills, (2) attitudes and motivation, and (3) the student's social environment (Morningstar¹). In other words, self-determination involves more than just having the skills necessary to make decisions and advocate for one's needs. It also incorporates the attitudes and motivations regarding one's abilities and opportunities for success. This aspect of self-determination includes such things as how the student feels about himself as a person (i.e., self-esteem), whether the student believes he will be successful in a given situation (i.e., self-efficacy), and how much responsibility the student takes for his actions (i.e., locus of control). From this perspective, self-determination could be defined as the student's ability to define and achieve goals from a strong base of self-knowledge (Martin²).

Another element of self-determination is the environment within which a student makes life-choices. Learning skills for self-determination must occur in a social context that actively supports these skills. Students who are supported to make decisions in school, at home, on the job, and in the community are much more likely to succeed in their adult life. Self-determination is the interaction of student skills and attitudes and the social environment within which they live. A definition of self-determination that captures this multi-dimensional perspective is:

¹ Morningstar, M.E., & Lattin, D.L. (1996). Student involvement in transition planning: Trainers packet. University of Kansas, Dept. of Special Education, Lawrence, KS.

² Martin, J.E.; Marshall, L.H., & Maxson, L.L. (1993). Transition policy: Infusing self-determination and self-advocacy into transition programs. Career Development for Exceptional Individuals, 16(1), 53-61.

Achieving self-determination... is definitely more than the sum of its parts. It requires not only that people with disabilities develop inner resources, but that society support and respond to these people. Self-determination is a lifelong interplay between the individual and society, in which the individual accepts risk-taking as a fact of life and in which society, in turn, bases an individual's worth on ability, not disability (Ward³).

As students transition from high school to adult life, they face many decisions which must be addressed throughout the transition planning process. Students with self-determination skills will make those decisions based on their own perceptions of their needs, desires, and resulting consequences (Wehmeyer, 1992). Active participation in the transition planning process is an excellent way to support students in becoming self-determined.

Self-determination is a lifelong process. Both school and home can provide rich opportunities for developing the skills, attitudes and support for self-determination. It is critical that students begin developing these skills by the time they begin participating in their transition planning process. It would be preferable that self-advocacy and self-determination skill instruction begin before the student reaches age 14. Ideally, students should prepare to participate in their transition planning process by completing a self-determination skill curriculum before reaching secondary school. There are many excellent curricula currently available for students with disabilities to increase their self-determination, each offering a different approach to the delivery of instruction.

The primary skills taught by self-determination curricula include:

1. Student self-awareness – This includes their strengths, needs, interests, and preferences. Students should have an understanding of their disability, learning styles, and accommodations as well as their legal rights and responsibilities. This self-awareness must lead to increased positive self-esteem and confidence.
2. Problem-solving and decision-making – Students should be able to define the problem, gather information and resources, identify pros and cons, make informed decisions, and communicate preferences.
3. Goal setting – Students should learn the skills to identify their vision and long-range goals, identify all possible resources, develop an action plan to reach these goals, and evaluate the outcomes. Goal setting also includes the ability to take informed risks and to take responsibility for the consequences of student actions.

³ Ward, M.J. (1988). The many facets of self-determination. National Information Center for Children and Youth with Handicaps: Transition Summary, 5, 2-3.

4. Communication skills – These skills include body image and posture, clearly expressing ideas and feelings, listening to what others have to say, asking questions, planning and organizing thoughts, and accepting comments and criticism (Morningstar & Lattin, 1996).

In addition, most self-determination curricula provide opportunities and support for students to use their new skills. Typically, these opportunities have focused on student-directed IEPs in which the student takes primary responsibility for developing their IEP goals and actually directing their own IEP meetings. Several of the curricula offer strategies for increasing student involvement in making decisions regarding their employment, future living options, and in social relationships and community participation.

A main goal of transition planning is to enable young people to assume these adult responsibilities so they can participate and contribute in their adult community as independently as possible. Schools which establish their transition planning processes within a person centered model support students in practicing the skills of self-advocacy and aids in the development of individual goals and goal-directed action plans.

Curriculum Resource Reviews

The curriculum reviews in the following section are a few of the many good curricula that are available. Each review contains a description of the curriculum, including the following:

- Brief Overview.
- Contact information for ordering.
- Type or ability level of student that the curriculum is designed for.
- Length of time to complete the curriculum.
- Specific training required to teach or implement the curriculum.

The Oregon Department of Education does not endorse or sanction any of these curriculums. The consumer is urged to review and determine the value and utility of curriculum before purchasing and implementing.

Selected Resource Reviews

ChoiceMaker Self-Determination Transition Curriculum

The *ChoiceMaker Self-Determination Transition Curriculum* develops self-determination skills by teaching students to plan and attain their education and transition goals. The curriculum consists of three sections:

1. Choosing Goals This section teaches students to identify their interests, skills, and limits, then matches them to their opportunities to determine their goals across different transition areas. There are three lesson sets in this section: *Choosing Employment Goals*, *Choosing Personal Goals*, and *Choosing Education Goals*.
2. Expressing Goals The Self-Directed IEP lessons teach students to express their goals by learning how to participate and lead their own educational planning meeting.
3. Take Action The lessons in this section teach students to plan, evaluate, and adjust their actions to meet their goals.

The *ChoiceMaker Assessment* is included in each lesson package. This tool allows the teacher to assess the self-determination opportunities in the school and the student's self-determination performance. This is a curriculum-referenced assessment that corresponds to the *ChoiceMaker Curriculum* objectives. This information may be used in the IEP transition present level of performance section, to make decisions about IEP goals, and to document the student's progress in learning self-determination skills. It can also be used to measure the progress the program has made in providing self-determination opportunities.

Choose and Take Action Software and Lessons

Choose and Take Action is a set of instructional activities designed to teach students with moderate to severe cognitive disabilities, self-determination skills, and help them identify employment preferences and skills. When participating in the activities, students make employment choices by choosing between different video jobs on the computer, try those choices in the community, evaluate the experience, and make new choices based on what they learned. The activities include interactive software sessions, classroom activities, and community job experiences.

The secondary purpose of the program is to introduce students to a variety of jobs and career possibilities and help them to identify what is most important to them about a job: the setting, the activity, or the characteristics. By completing the full program cycle a number of times that will include trying a number of jobs, students will begin to identify some of their employment interests and beginning job skills.

Must individuals interested in using this curriculum with students be specifically trained to do so or is it self-explanatory?

Self-explanatory, however, training is offered. Feedback from previous workshops suggests training facilitates implementation. Contact Laura Huber Marshall or Jim Martin at (719) 262-4168 for more information.

Is this curriculum currently available? Where do I order the curriculum and what is the cost?

All lessons are available from: Sopris West, Inc.
4093 Specialty Place
Longmont CO 80504
(900) 547-6747

Expected date of availability and cost are listed below.

Self-Directed IEP: Cost: \$120. Available now.
Choosing Employment Goals: Cost: \$95. Available now.
Choosing Personal Goals: Cost: \$95. Available now.
Choosing Educational Goals: Cost: \$95. Available now.
Take Action: Cost \$95. Available now.
Choose and Take Action Software and Lessons: Cost: approximately \$100.
Available January 2001.

What type of student benefits from this curriculum? Are there certain levels of ability that the student needs in order to use the curriculum successfully?

The *ChoiceMaker* lessons were written for students with mild and moderate learning problems and students with severe emotional disabilities. The lessons require some reading and writing skills. They have been used successfully with students with more severe learning problems using pictures for some of the key concepts or by completing the lessons orally. The *Self-Directed IEP* includes illustrations and suggested adaptations. *Take Action* includes a modified version.

The *Choose and Take Action* software and lessons are designed for students with moderate to severe cognitive disabilities, limited job awareness, and limited reading and writing skills. Students need to be able to attend to the computer screen, and indicate a choice. The software may be used with a variety of input devices such as touch screens or scanning devices.

How long does it take for students to complete this curriculum?

Choosing Employment Goals – Contains three lesson strands.

Choosing Goals: Two consecutive one-hour lessons.

Experienced Based Lessons: Students reflect on their interests, skills, and limits as they work in the community. After the introductory lessons, these worksheets are completed regularly throughout the semester or year to record ongoing student self-evaluations.

Dream Job Lessons: Four introductory one-hour lessons. Three of the lessons involve students researching jobs as well as interviewing and shadowing community workers. All four lessons may take up to a month to complete.

Choosing Personal Goals – 8 one-hour lessons taught over a two-week period.

Some activities require an extra day for students to complete.

Choosing Educational Goals – 8 one-hour lessons taught over a two-week period.

Some activities require an extra day for students to complete.

Self-Directed IEP – 11 consecutive one-hour lessons.

Take Action – Seven one-hour lessons to teach the process (five the first week, then lesson 6 a week after lesson 5). After this, the process maybe used as a planning and monitoring tool all year.

Choose and Take Action – *The Choose and Take Action* cycle involves a 30-minute computer session for choosing job preference, a one-hour community job experience, then a 15-minute computer session to enter the student's evaluation of the community experience. This process needs to be repeated several times for valid employment preferences to begin to emerge.

Where do you recommend to teach or implement the curriculum?

The *Self-Directed IEP* is the only lesson set that is specifically for students in Special Education. Teachers have taught these lessons in resource rooms, study skills classes, electives, or have had students complete the lessons on an individual basis. The *Choosing Goals* and *Take Action* lessons can be implemented in general or special education classes. They have been taught in work-study, transition, and content area classes. Some of the *Choosing Goals* lessons require that students have community experiences.

The *Choose and Take Action Software and Lessons* can be taught in any type of employment class or program. It does require community visits. It can serve as a vocational preference assessment.

Does the curriculum teach students how to direct their IEP meetings?

Yes, *Self-Directed IEP* teaches students how to lead their IEP meetings. *Choosing Employment Goals, Choosing Personal Goals, Choosing Educational Goals,* and *Choose and Take Action* give them information to take into the meeting. *Take Action* teaches them a method to attain their goals.

For more information, contact:

Laura Huber Marshall
Project Coordinator
University of Colorado at Colorado Springs
Center for Self-Determination
PO Box 7150
Colorado Springs CO 80933-7150
(719) 262-4168

Map It

This interactive comic book teaches students and others the basics of how to mindmap.

Is the curriculum currently available? Where do I order the curriculum and what is the cost?

Zephyr Press
PO Box 66006
Tucson, AZ 85728-6006
www.zephyrpress.com
Phone: (800) 232-2187
Fax: (520) 323-9402

Must individuals interested in using this curriculum with students be specifically trained to do so or is it self-explanatory?

Self-Explanatory

What type of student could benefit from this curriculum? Are there certain levels of ability that the student needs in order to use the curriculum successfully?

All students would benefit, but students must be reading at a level high enough to understand comic-book-style text. A teacher could lead a non-reader through it.

How long does it take for students to complete this curriculum?

Could be done in one class period or about ½ hour.

Next S.T.E.P., 2nd Edition

Based on feedback from more than 250 teachers, this very successful curriculum has been extensively revised. The core purpose remains the same: helping students to make the transition from school to adult life smoothly and successfully. With a constant focus on self-determination, the NEXT S.T.E.P. curriculum helps students learn how to take charge of their own transition planning process. Students select and implement a variety of transition goals that relate to jobs, education and training, personal life, and living on their own. The ultimate goal of this curriculum is to help students assume responsibility for important life decisions with support from teachers and parents.

The second edition of NEXT S.T.E.P. contains 16 lessons with fully developed lesson plans. Several major features of this revision include a new scope and sequence for the lessons to increase student involvement, many new enrichment activities to increase student motivation and enjoyment while they are learning, and reduced “paperwork” for students as they develop their own individualized transition plans. A new manual has also been developed, called *Teachers Talking to Teachers*. This manual contains many useful suggestions from teachers on how to use the NEXT S.T.E.P. curriculum successfully.

Is the curriculum currently available? Where do I order the curriculum and what is the cost?

Pro-ed
8700 Shoal Creek Blvd
Austin Texas 78757-6897
Phone: 1-8000-897-3202

Complete program: Teacher Manual, 5 student workbooks, 50 brochures, an instructional videotape, and a copy of *Teachers Talking to Teachers*, all in a sturdy storage box. (2000)

#9265	NEXT S.T.E.P. Complete Program	\$169.00
#9266	NEXT S.T.E.P. Teacher Manual	44.00
#9267	NEXT S.T.E.P. Student Workbooks (5)	34.00
#9268	NEXT S.T.E.P. Brochures (50)	9.00
#9269	NEXT S.T.E.P. Videotape	79.00

Must individuals interested in using this curriculum with students be specifically trained to do so or is it self-explanatory?

The Teacher's Manual is very clear and was designed to be self-explanatory.

What type of student could benefit from this curriculum? Are there certain levels of ability that the student needs in order to use the curriculum successfully?

The curriculum works with all kinds of students and has been used successfully in both special and general education settings. Although designed primarily for high school students, the curriculum has also been used effectively in some middle-school and some post-high school settings.

How long does it take for students to complete this curriculum?

The minimum is one term or semester, but the curriculum can be expanded into a full year program.

Where do you recommend to teach or implement the curriculum?

Doesn't matter – can be used in resource room, self-contained class or regular education.

Does this curriculum teach students how to direct their IEP meeting?

Yes, at least the transition aspects of their IEP.

Putting Feet On My Dreams

This program is designed for secondary (and post-secondary) students to develop self-knowledge, life knowledge, and life planning skills. Self-knowledge includes identifying one's interests and talents, one's strengths and challenges. Life-knowledge involves becoming aware of, and learning the skills and information one needs to live as an adult. Life planning is the process of identifying one's goals, developing plans for reaching one's goals, and implementing those plans. The central theme of the program is Self-Determination. A student coined the name for this program. When asked, "What does self-determination mean to you?" he replied: "...It means, putting feet on my dreams..."

In the program, students explore self-determination through building a Self-Folio Notebook, learning from each other and their teachers, and learning through a variety of instructional methods. In their Self-Folio, students organize information they have learned about themselves, their life plans, and the life-knowledge they need to achieve their goals. Students can continue to use this Self-Folio for life planning after the program. Students are able to learn from each other because several activities in the program focus on collaborative group problem solving and planning. Included in the program are methods of visual sequencing and organizing of concepts; individual, partner, and small group activities; experiential learning activities; self-assessment; and other instructional methods.

In the final unit, students share the Life Domain Packets they have developed in their project teams, organize their Self-Folios, and identify ways they can use their Self-Folio in the future. As a conclusion to the program, students plan and prepare an event in which they share what they have learned with family members, friends, and possibly other students.

Is this curriculum currently available? Where do I order the curriculum and what is the cost?

The curriculum is available from:

Ann Fullerton
Dept. of Special & Counselor Ed.
Portland State University
Box 751
Portland OR 97207

The cost is \$30.00

Must individuals interested in using this curriculum with students be specifically trained to do so or is it self-explanatory?

Self explanatory, but training can be useful. Contact the curriculum developer for more information.

What type of student benefits from this curriculum? Are there certain levels of ability that the student needs in order to use the curriculum successfully?

Students with mild disabilities and students without disabilities. The curriculum was field tested with students with autism.

How long does it take for students to complete this curriculum?

The curriculum contains 9 units that, depending on how used, can take 3-6 months. Each unit is composed of several sessions that can be taught in two, 50-minute periods or one longer period. In addition to the 9 basic units, there are a variety of additional activities and materials provided to expand each unit if desired.

Where do you recommend to teach or implement the curriculum?

Special education or general education classrooms.

Does the curriculum teach students how to direct their IEP meetings?

No. However, as a conclusion to the program, students plan and prepare an event in which they share what they have learned with family members, friends and possibly other students.

For more information, contact:

Ann Fullerton
Dept. of Special & Counselor Ed.
Portland State University
Box 751
Portland OR 97207

Self-Advocacy Strategy

The *Self-Advocacy Strategy* is designed to enable students to systematically gain a sense of control and influence over their own learning and development. This manual provides students, parents, and others a framework for making plans and carrying out those plans that make transitions from educational settings to the work force, adult life, and their communities successful. Through Self-Advocacy Strategy instruction, students learn how to inventory their learning strengths, areas to improve or learn, and choices for learning. Based on this inventory, they set goals for learning and prepare themselves for the transition from school to adult life. Also, students learn how to identify their current interests and needs with respect to career and employment goals, independent community living, medical and legal services, and leisure and recreation activities.

The *Self-Advocacy Strategy* curriculum teaches students how to communicate this information in conference situations and to take an active role in making decisions. This strategy has greatly increased student participation in the education and transition planning process. The five steps involved in this strategy are:

Inventory: identify and list student perceived education and/or transition strengths, areas to improve or learn, goals, needed accommodations, and choices for learning.

Provide Your Inventory Information: focus on providing input during conference.

Listen and Respond: effectively listen to others' statements or questions and respond to them.

Ask Questions: ask appropriate questions to gather needed information.

Name Your Goals: communicate personal goals and ideas on actions to be taken.

Must individuals interested in using this curriculum with students be specifically trained to do so or is it self-explanatory?

Self-explanatory; however, training is available. Contact the curriculum developers for more information.

Is this curriculum currently available? Where do I order the curriculum and what is the cost?

Edge Enterprises
PO Box 1304
Lawrence KS 66044
(785) 479-1473

Self-Advocacy Strategy Manual: \$15.00 plus postage and handling.

What type of student benefits from this curriculum? Are there certain levels of ability that the student needs in order to use the curriculum successfully?

Students who are capable of indicating their perceptions of their own strengths and weaknesses, goals for the future, and learning preferences. Material is geared for fourth graders and above.

How long does it take for students to complete this curriculum?

Eight to ten hours over a week's time.

Where do you recommend to teach or implement the curriculum?

The *Self-Advocacy Strategy* was developed to be taught in Special Education settings, but it has been successfully taught in mainstream classes as well.

Does the curriculum teach students how to direct their IEP meetings?

Yes.

For more information, contact:

Edge Enterprises
PO Box 1304
Lawrence KS 66044
(785) 479-1473

Speak Up for Yourself and Your Future!

Speak Up for Yourself and Your Future! is comprised of six units designed to increase students' abilities to: assess themselves (Unit 1); establish goals for the future (Unit II); achieve goals by enlisting the support of others (Unit III); engage in problem-solving to overcome barriers (Unit IV); communicate needs in appropriate ways (Unit V); and advocate for themselves in group settings (Unit VI). The curriculum is appropriate for students of all ability levels, including those with disabilities. Ideally, the curriculum should be taught in integrated classes of students with and without disabilities. Course activities are designed to accommodate a variety of learning styles. Many of the daily activities are appropriate for students who prefer to express themselves through discussion and "hands-on" activities rather than through writing. Suggestions are included for ways to adapt the curriculum for students who may need more practice in a particular skill, a different way to demonstrate mastery of a skill, or where enrichment activities can benefit.

The curriculum has been designed to be taught as a 6-to 8-week unit within existing content area classes such as English, Living Arts, or Social Studies. Alternatively, the curriculum might be taught as a separate, one-credit class. The course lays an excellent foundation for a career education/job skills class, or for preparing students to play active roles in creating their own transition plans. Ultimately, it is hoped that the curriculum will enable students to become both reflective and proactive, and to take actions in the present that will move them toward the futures they desire.

Must individuals interested in using this curriculum with students be specifically trained to do so or is it self-explanatory?

Self-explanatory.

Is this curriculum currently available? Where do I order the curriculum and what is the cost?

The curriculum is available from:

Olga Pschorr, Transition Specialist
Division of Vocational Rehabilitation
103 South Main
Waterbury VT 05676
(802) 241 2417
Please call for an order form.

What type of student benefits from this curriculum? Are there certain levels of ability that the student needs in order to use the curriculum successfully?

The curriculum is best suited for students with mild to moderate disabilities who are able to communicate verbally and read at about the fourth grade level. We have, however, included some suggestions for adapting the curriculum for students with more significant disabilities. It is also appropriate for students without disabilities.

How long does it take for students to complete this curriculum?

Six to eight weeks, if taught 3-5 times per week.

Where do you recommend to teach or implement the curriculum?

It can be used in a variety of settings. It has been used in English classes, Living Arts classes, a guidance block, and in resource room classes.

Does the curriculum teach students how to direct their IEP meetings?

No.

For more information, contact:

Katie Furney
UAP of Vermont
449A Waterman Building or
University of Vermont
Burlington VT 05405
(802) 656-1348

Olga Pschorr, Transition Specialist
Division of Vocational Rehabilitation
103 South Main
Waterbury VT 05676
(802) 241-2417

Whose Future Is It Anyway?

The ARC, with funding from the U.S. Department of Education, has developed and validated a student-directed transition planning program for adolescents with mental retardation and other cognitive and developmental disabilities titled, *Whose Future Is It Anyway?* This curriculum consists of 36 sessions introducing students to the concept of transition and transition planning, and enabling students to self-direct instruction related to (a) self- and disability-awareness, (b) making decisions about transition-related outcomes (c) identifying and securing community resources to support transition services (d) writing and evaluating transition goals and objectives, (e) communicating effectively in small groups, and (f) developing skills to become an effective team member, leader, or self-advocate.

The materials are student-directed in that they are written for students as end-users. The level of support needed by students to complete activities varies a great deal. Some students with difficulty reading or writing need one-on-one support to progress through the materials, others can complete the process independently. The materials make every effort to ensure that students retain this control while at the same time receiving the support they need to succeed.

Must individuals interested in using this curriculum with students be specifically trained to do so or is it self-explanatory?

The curriculum is designed to be used by the student, and can be used without training or instruction. A Coach's Guide accompanies the curriculum to assist teachers.

Is this curriculum currently available? Where do I order the curriculum and what is the cost?

Available from:
The ARC of the United States
1010 Wayne Ave, Suite 650
Silver Springs Maryland 20910
1-888-368-8009
<http://www.thearcpub.com>

1 copy: \$37.75
2 – 9 copies (\$36.62 each)
10 or more copies (\$35.49 each)

What type of student benefits from this curriculum? Are there certain levels of ability that the student needs in order to use the curriculum successfully?

The curriculum was field tested with students with learning disabilities, mild mental retardation, emotional or behavioral disabilities, and students with significant physical and other developmental disabilities.

The curriculum is written at 4th grade reading level, but students who have difficulty reading or writing can still participate in the process with support from teachers (reading lessons to the students, transcribing responses, tape recording lessons, etc.).

How long does it take for students to complete this curriculum?

There are 36 hour-long lessons. Students can work through the materials by working 1 to 2 hours per week across the school year or in a unit format over a shorter duration of time.

Where do you recommend to teach or implement the curriculum?

The curriculum was written to be used across multiple settings, and was field-tested in inclusive classrooms, resource rooms, and self-contained classrooms. Since these are student-directed materials, they can be used across virtually any educational setting.

Does the curriculum teach students how to direct their IEP meetings?

The curriculum includes lessons about meetings, types of meetings, how to run a meeting, and the role of a meeting chairperson, so if students want to chair their own meeting, they can do so.

For more information, contact:

The ARC of the United States
1010 Wayne Ave, Suite 650
Silver Springs Maryland 20910
1-888-368-8009
<http://www.thearcpub.com>

Take Charge

TAKE CHARGE is a supported self-help approach for promoting self-determination among teenagers with and without disabilities. It can be delivered to individuals or in small cooperative learning groups or classrooms and is ideal for youth ages 13-16.

Teenagers are provided with a self-help guide that leads them through a process of:

- dreaming about their futures,
- assessing their current participation in activities related to their future dreams,
- selecting specific goals to work towards,
- problem-solving strategies to overcome barriers to goal achievement, and
- implementing preparation steps required for successful achievement of their goals.

Concurrently, teenagers learn strategies for self-monitoring and frustration management, and for communicating and developing partnerships with others. Teens learn this process by applying it to identify and achieve specific goals that they select. Coaches generally meet with youth twice a week; assisting them to progress through their guides and providing the support necessary to ensure goal achievement. A guide that provides information about effective facilitation strategies overviews the *TAKE CHARGE* process, provides basic information about typical adolescence, and discusses strategies that parents can use to promote the self-determination of their children.

Must individuals interested in using this curriculum with students be specifically trained to do so or is it self-explanatory?

Some initial training and technical assistance is very helpful, although there are facilitation materials. Contact the curriculum developer for more information.

Is this curriculum currently available? Where do I order the curriculum and what is the cost?

For ordering information, contact:

Alison Turner
CDRC-OHSU
PO Box 574
Portland, OR 97207

What type of student benefits from this curriculum? Are there certain levels of ability that the student needs in order to use the curriculum successfully?

The curriculum has been used with students with physical, health, learning, emotional, and mild-moderate cognitive challenges.

How long does it take for students to complete this curriculum?

The curriculum can be completed as self-paced, individually guided, or class-based instruction for one semester or one year.

Where do you recommend to teach or implement the curriculum?

It can be integrated into health classes, guidance workshops, inclusive general education classes, and transition-focused classes in the middle school or early high school.

Does the curriculum teach students how to direct their IEP meetings?

Not specifically, however, many apply the *TAKE CHARGE* process to achieve this goal. The *TAKE CHARGE* transition planning materials currently being field-tested, focus specifically on organizing and conducting IEP Meetings.

For more information, contact:

Alison Turner
CDRC
Oregon Health Sciences University
PO Box 574
Portland, OR 97207
(503) 494-7930

Teacher-Made Materials

If you or someone you know has authored any of the following materials and we have not acknowledged your work, please email sandra.gruhn@state.or.us so that we can appropriately acknowledge your work.

Suggested Uses for Selected Planning Tools

The following are suggestions for use of the planning tools described here. Many of the tools are appropriate for use in the classroom or for use with families as they plan with students preparing for life after high school.

Student Tools

Transition Questionnaire: A Guide for Transition Planning (page 30)

This worksheet can be completed by the student and used as a guide for the student during IEP meetings concerning transition.

Student Profile (page 32)

This worksheet may be used with students so that they may think and write about their specific needs regarding their disabilities.

Any Road Will Take You There If You Don't Know Where You Are Going (page 32)

This chart can be used as a starting point for introducing transition planning to young adults. Having the student plan a dream vacation can create interest and help to clarify the importance of looking ahead and thinking about possibilities.

My Personal Profile (page 35)

This tool may be used to elicit discussion with a student at the beginning stages of their educational program or transition planning. The student may fill this out on his or her own or with teacher or family help.

Life Review (page 36)

This tool addresses many areas of a student's life. This tool is easily used in working in a one-on-one situation with a student but could also be used for a class lesson. Using the separate sections as an individual lesson, students answer questions on their own or in a small group. This could be followed by class discussion around the topic.

My Preferences (page 44)

This short worksheet is useful in beginning to help a student think about how he/she best takes in information and processes it. It may be a good starting point for talking about accommodation or modifications the student may need.

Student Questionnaires (page 45)

Student Interest Preference Questionnaire

Student Interest/Preference Survey

Student Interest/Preference Survey: My Future Interests and Goals

These three tools can be used to gather information in beginning to work with a student in a transition program, having the student complete the form on their own or with assistance. It can also be used as a basis for discussion in helping a student prepare for taking an active role in his/her IEP. The questionnaire can be used as a guide for interviewing students regarding their goals and interest regarding transition.

Parent and Staff Planning Documents

Parent Questionnaire For Transition Planning (page 52)

Parent/Guardian Transition Questionnaire: A Guide for Transition Planning (page 55)

Family Interview: A Guide for Transition Planning (page 57)

Parent Survey On Student Needs (page 58)

Staff Survey On Student Needs (page 61)

A variety of worksheets regarding student interests and needs regarding transition. Several formats are available.

Transition Planning Tools

Visualize The Future: Decision To Be Made... (page 64)

This visual web can be used to help the student brainstorm what areas need to be addressed in transition planning. This tool can serve as a guide during planning sessions for students who may not be comfortable using written material.

A Typical Month In the Life Of _____ (page 65)

This planning tool may be used in a planning meeting to help the team plan for a student and then address the needs to make the Dream Month a reality.

Possible Futures, Desires and Dreams (page 66)

Personal Profiles (page 67)

Who Is Part of _____ 's Life? (page 69)

Personal Support (page 70)

Planning worksheets for use in helping students and IEP teams develop plans to meet the student's needs.

Getting From Where I am to Where I Want To Be!

This is a person-centered planning tool that incorporates strengths and dreams as well as concerns and fears. This booklet is filled out by the student and can be used in several ways. The authors provide suggestions on the first page of this booklet. It also includes a chart at the end for summarizing and beginning to plan.

Student Planning Tools

TRANSITION QUESTIONNAIRE

A Guide for Transition Planning

The following questions will help you think about the services you may need after leaving the public school system. Please fill in all the blanks, and also write down any ideas you want included in your transition plan.

1. Date of Birth: _____ School Exit Date: _____
2. What are your current post-school plans? _____

Please check the appropriate spaces:

Employment: Job _____ More Training _____ Volunteer Work _____
Other _____ No Plans _____

Living Arrangements: Live at Home _____ Independent _____
Supervised Living _____ Other _____

Continuing Education: Community College _____ Technical/Vocational School _____
Armed Forces _____ 4-year College _____ Other _____

3. Please check the areas you feel you will need assistance with or you want more information about:

Employment (having a job) _____

Living Arrangements (having a place to live) _____

Family Life/Social Relationships (getting along with family and friends) _____

Physical/Mental Health (feeling healthy) _____

Financial Security (managing your money) _____

Continuing Education (learning new skills) _____

Leisure and Recreation (doing fun things) _____

Transportation (getting around town) _____

Social/Civic Responsibility (being a good citizen) _____

STUDENT PROFILE
Student Form

Name _____
School _____
Grade Level _____

Date of Birth _____
Phone _____
Date Completed _____

1. I am interested in:

2. Things I want to learn:

3. I am best at:

4. I need most help with:

5. Help I have received in the past:

6. Problems with my current program:

7. Possible alternatives and/or additions to my current program:

8. Support services that I need:

9. Special concerns I have:

10. Suggestions I have about working with me:

11. My strengths in the area of:
 Academics:

 Speech:

 Motor:

Social/Behavior:

Vocational/Prevocational:

Self-Help:

Self-Advocacy Skills:

12. Concerns I have in the following areas:

Academics:

Speech:

Motor:

Social/Behavior:

Vocational/Prevocational:

Self-Help:

Self-Advocacy Skills:

13. When I leave high school as a young adult, I expect:

From: http://www.ldonline.org/ld_indepth/iep/student_profile_student.html

Any Road Will Take You There If You Don't Know Where You Are Going

Set Your Destination: if you could go anywhere in the world, where would it be? Planning a dream vacation is a lot like planning for your life after high school. You have to have goals for dreams to come true.

<p style="text-align: center;">Planning your dream vacation:</p> <ul style="list-style-type: none"> • Where do you want to go? 	<p style="text-align: center;">Planning your life after high school:</p> <ul style="list-style-type: none"> • Where do you want to be in 5 years? In 10 years? Where would you like to live and work? Can you predict what Assistive Technology you might need?
<ul style="list-style-type: none"> • Who do you want to go with? 	<ul style="list-style-type: none"> • Who is important to you? Who are your biggest supporters? Who can you count on? Who are the AT providers in your community who help adults?
<ul style="list-style-type: none"> • How are you going to get there? Do you know how to fill up with gas or read the airplane and train schedules? Do you know how to identify car problems? 	<ul style="list-style-type: none"> • Transportation How will you get to work or school? Do you need special training to use public transportation by yourself? Can you learn how to drive? Do you need a car or a van with a wheelchair lift? Where are you going to get the money to help with your transportation? Do you need a new wheelchair or specialized mobility equipment?
<ul style="list-style-type: none"> • Where will you be staying on your trip? Is it accessible to you? Do you know how to find a place and make a reservation? Should you ask others for recommendations? 	<ul style="list-style-type: none"> • Where do you want to live? In the city or in the country? Do you want to live with other people, or on your own? What kinds of support do you need? What are your needs? Are your living options accessible? What adaptive equipment will you need?
<ul style="list-style-type: none"> • WATCH THE TOLLS What's your budget for the trip? Do you understand the currency? What's the exchange rate? Should you use a credit card or cash? 	<ul style="list-style-type: none"> • SHOW ME THE MONEY! How much money will you need to live? How much is rent, food, transportation, and fun? What about health insurance? A paycheck? You better be reporting every month to social security. Do you know how much you can earn every month before it affects your benefits? Ask about work incentive plans such as a PASS or IRWE. This is a great way to keep your benefits while increasing your paycheck. Do you have funds to upgrade, replace or maintain your AT? Does your plan include paying for AT training?
<ul style="list-style-type: none"> • What should you bring with you? What tools do you need to bring along? Do you need a map, flashlight, utensils, spare tire, or guidebook? 	<ul style="list-style-type: none"> • Pack your portfolio before you leave school. What are your strengths and interests? Go the DMV and get an ID card. Special achievements like projects, behavioral charts, or transcripts. A video of you using your AT successfully. A resume that includes each work experience and references. Important phone numbers of your case manager, vocational rehabilitation counselor, therapist(s), doctor(s), etc. Include present AT and AT support people, cost projection for repair, upgrade or maintenance.
<ul style="list-style-type: none"> • What do you want to see and do when you get there? Do you want to take a tour or to go it alone? Do you want to go with others or alone? Do you want to go places where you can meet locals or other tourists? 	<ul style="list-style-type: none"> • What kind of job would you like? Do you want to work in the city or the country? Do you want to work for a big or small company? Would you like to work on your own or with others? How would you use AT on the job? What AT support do you need?
<ul style="list-style-type: none"> • Do you need any special skills or training before you go? How about learning or boning up on the language? Will you need special equipment like a backpack, suitcase, or sleeping bag? 	<ul style="list-style-type: none"> • Do you need any special training to do this job? Will you need to go to college or a trade school, be trained on-the-job, or use a job coach? What about your self-determination? Can you ask for what you want and/or need? Do you need AT evaluation treatment? Do you need new adaptive equipment?

Used with permission from the authors:
Ancil, T., Bersani, H., and Fried-Oken, M.

My Personal Profile

My name is _____

My birth date is _____

I am interested in...

My dreams are...

I can...

These things work for me...

These things don't work for me...

Some issues I have are...

People I can get help or information from are...

Places I can get help or information from are...

Some things I am going to do this year are...

Alice Alleman, 2001

LIFE REVIEW

*Compiled by Becky West and Helen Gritsch
(used with authors' permission)*

WORK

1. What are your plans for after high school?
2. What jobs interest you?
3. Do you have the skills necessary to perform these jobs?
4. If not, how do you plan on acquiring those skills?
5. What skills do you have?
6. What job salary would you like to earn?
7. Do the jobs that interest you pay the salary you would like?
8. What job experiences have you had in the past?
9. Do you want your job to bring you power and recognition?
10. Would you prefer that your job is the same every day, or one that provides some daily variety?

11. Is it important that your job keeps you learning new things?
12. Would you prefer to know exactly what is expected of you on the job?
13. Do you like working with others or alone?
14. Do you like working with your hands or your mind?
15. Is it important that your job is socially useful?
16. Do you need a job where you can use your creativity?
17. What kind of environment would you prefer working in (i.e., plush offices, outside, warehouse etc.)?
18. How much responsibility do you want at work?
19. How would you deal with a boss who you think has treated you unfairly?
20. How would you deal with a boss who yells at you a lot?
21. How do you deal with a boss who doesn't give you directions on what to do?
22. Do you work best on your own schedule or one directed by your employer?

23. Do you like to give directions or to be given directions?

24. Where do you see yourself 10 years from now?
Where do you see yourself 25 years from now?

MONEY

1. What value do you place on money?
2. Do you think a portion of your salary should be used to help others?
3. If you had enough money, would you retire now?
4. If you see something you want, do you want to be able to buy it immediately or are you willing to save for it?
5. What percentage of your monthly income needs to be put into your savings account?
6. If your car is safe and runs well does it matter to you what it looks like?
7. Does your salary indicate how successful you are?
8. Is it important to save for retirement?

MARRIAGE

1. When you are an adult, who do you see included in your family?
2. What does commitment mean to you?
3. What is a good age to get married?
4. If you plan to marry, what qualities are you looking for in a mate?
5. If you plan on children, how many and at what age will you have them?
6. Will you and your spouse both work after marriage? Do you think you will both?
7. Would you or your spouse stay at home and be a full time parent if it meant never owning a house?
8. Who will care for your children if both you and your spouse work?
9. Should your children be given money? If so, at what age and how much?
10. Do you think both husbands and wives should share in parenting and housework?
11. How will you split responsibilities?

12. How do you think money should be handled in the family?
13. Do husbands and wives share equal rights in the family?
14. How do you plan on disciplining your children?

PHILOSOPHY

1. What do you believe in?
2. What things in life are important to you?
3. What are your religious beliefs?
4. What are your political beliefs?
5. How do you define success in terms of:
your family?
work?
society?
personal happiness?
6. How would you respond to: I would like to be remembered for.....

MISCELLANEOUS

1. What hobbies do you enjoy?
2. What sports do you enjoy?
3. How do you spend your free time?
4. In what areas of your entire life do you feel most competent?
5. In what areas would you like to improve your competence?
6. What things are you committed to (family, graduating, etc.)?
7. What kind of support system do you have?
8. How do you deal with stress?
9. How do you manage your time?
10. How do you set priorities?

11. Where do you want to live:
city, town, rural?
geographic area?
climatic area?
apartment, house?
12. How do you make decisions?
13. Describe yourself in 3 words.

SCHOOL

1. What do you think high school will be like?
2. What subject do you like best?
3. What subject do you like least?
4. Which makes it easiest for you to learn: seeing it done, hearing it, reading it, or doing it?
5. Describe your leisure and extra-curricular activities.
6. Who is in your family? What are their ages?

7. What jobs do your parents do?
8. How long have you known your best friend?
9. What kind of qualities do you look for in a friend?
10. Who do you go to when you need to talk to someone?
11. What is your first and immediate response when people yell at you?
12. Describe 2 goals you would like to accomplish this year.

My Preferences

How do I learn best? (listening, reading doing) _____

What size of group is best for me? _____

What kind of tests are best for me? _____

What kind of aids help me? (tape recorder, friend taking notes, tutoring, extra time)

What type of environment would I most like to work in? _____

Do I like working with others or by myself? _____

Would I rather work with people, data, or things? _____

What is my best talent? _____

Adapted from
EXCELLenterprises
Lawrence, Kansas
(used with author's permission)

STUDENT INTEREST/PREFERENCE QUESTIONNAIRE

Determining Student Preferences, Interests, and Transition Needs

Generic Questions for Transition Planning

1. What are your greatest dreams?
2. What are your greatest fears?
3. What barriers might be in the way of you accomplishing your goals?
4. What resources would help you overcome these barriers?
5. How can the school/agencies/resources help you to reach your goals?
6. Is there anything the school/family/agencies are doing for you now that you could/should be doing for yourself?

Academic Questions

1. Why do you think you're successful in _____ classes?
2. Why are you experiencing difficulty in _____ classes?
3. What can you do that would help you succeed in your classes?
4. What modifications do you need in your classes in order to succeed?
5. How do you learn best?
6. How will the classes you take now help you in planning for your future?
7. What classes do you still need to take to help you reach your goals?
8. What specific skills are you lacking that could be taught to you in school?
9. How will you pay for further educational training?
10. What further educational training do you wish you could get?

Vocational Questions

1. What would you like to be doing 2, 5, 10 years from now?
2. What career are you interested in?
3. What skills will you need to do the kind of job you want to do?
4. What kinds of things do you think you're good at? What are you not good at?
5. What kind of vocational training/education would you like to have after high school?
6. What would your ideal job look like?
7. What kinds of information/classes/training do you need to have in order to reach your vocational goals?
8. What hobbies, interests, and recreation activities do you have that you could channel into a career?
9. What community agencies can help you with your vocational needs/plans?

10. What job shadowing or job try-outs would you like to try in order to explore possible careers?
11. How will you pay for further vocational training?
12. What kind of work experience have you had?

Community/Residential Questions

1. Where do you want to live after your graduate?
2. What kind of transportation will be available to you after graduation?
3. What kind of chores/jobs do you do at home that will help you as an independent adult?
4. What kind of domestic skills do you need help with? (Cooking, household management, etc.)
5. If you moved to a new community, how would you locate housing, recreational opportunities, transportation, medical, and legal resources, etc?
6. What agencies/resources can help you access the community?
7. If you moved out on your own tomorrow, what things could you not do without help?
8. What skills do you have/need for finding your way around a new community/area?
9. What kind of deposits would be required for utilities, housing, etc., when you move out on your own? How will you pay for them?
10. How will you manage your money after you graduate?
11. What money/banking skills do you need help with?
12. Who can be a part of your support system in the community?
13. What kinds of things would make you feel more like a part of your community?
14. What do you do for yourself now in the way of independent living skills in the community?

Medical/Legal Questions

1. Do you have a family doctor/dentist?
2. How will you take care of your medical/dental needs?
3. Do you have any medical needs that will require support beyond high school?
4. If you run into a legal problem, who will handle it? Who will you go to for help?
5. Who would you contact in case of emergency?
6. What would you need to know about first aid if help wasn't readily available?
7. What agencies/persons in the community can help you with medical or legal needs?
8. If you don't understand the terms of a contract who can you go to for help?
9. What kinds of insurance will you need and how will you pay for it?
10. Do you have any fitness goals for your physical well-being?
11. Have you considered applying for Supplemental Security Income (SSI)?

STUDENT INTEREST/PREFERENCE SURVEY

The following questions will help you think about the services you may need after leaving the public school system. Please fill in all the blanks, and also write down any ideas you want included in your transition plan.

1. Date of Birth _____ School Exit Date _____

2. What are your current post-school plans? Please check the appropriate boxes:

Employment: Job More Training Volunteer
 Other No Plans Work

Living Arrangements: Live at Home Independent
 Supervised Living Other

Continuing Education Community College Technical/Vocational
 Armed Forces 4-Year College Other

3. Please check the areas you feel you will need assistance with or you want more information about for post-school planning:

- Employment (having a job)
- Living Arrangements (having a place to live)
- Family Life/Social Relationships (getting along with family and friends)
- Physical/Mental Health (feeling healthy)
- Financial Security (managing your money)
- Continuing Education (learning new skills)
- Leisure and Recreation (doing fun things)
- Transportation (getting around town)
- Social/Civic Responsibility (being a good citizen)

4. What concerns you most about your future?

5. Are you aware of any community agencies that can help you?

6. What could the school district staff do to help you plan for your post-school needs?

7. Do you have any other questions you want to talk about before your transition planning meeting?

Adapted from the Youth Transition Project, a project of Vocational Rehabilitation Division, University of Oregon, and Oregon Department of Education

STUDENT INTEREST/PREFERENCE SURVEY
MY FUTURE INTERESTS AND GOALS

Defining Goals:

I would like a job as _____

I want to live _____

Are my goals realistic?

	YES	NO
Do I have the skills?	<input type="checkbox"/>	<input type="checkbox"/>
Are jobs available?	<input type="checkbox"/>	<input type="checkbox"/>
Do my goals match my values?	<input type="checkbox"/>	<input type="checkbox"/>
Have I discussed with a teacher my goals?	<input type="checkbox"/>	<input type="checkbox"/>
Have I talked to my parents about my goals?	<input type="checkbox"/>	<input type="checkbox"/>

To reach my goal I need (skills, experiences, knowledge): _____

Before I graduate I would like to learn: _____

My hobbies/favorite classes are: _____

The chores I have at home are: _____

Paulson, 1991 (used with author's permission)

STUDENT QUESTIONNAIRE FOR TRANSITION PLANNING

I would like to enlist your help this year in the Transition planning process. Please take a few minutes to put a check in each box of the area you think is important during your high school years. Thank you for your time.

Math/Daily Living Skills/Community

- Measurement for cooking
- Paying bills and bank records
- Inches and feet for _____
- Compute work hours on time sheet
- Other _____

Reading/Daily Living Skills/Community

- Read want ads
- Read coupons
- Read labels and prescriptions _____
- Read bus, train and airplane schedules
- Read work schedule
- Other _____

Sex Education/Drug Education

- Health class
- Sexually transmitted diseases, knowledge of
- Pregnancy/prenatal care/parenthood
- Male/female relationships (friendship, dating, courting)
- Other _____

Vocational Education

- Cooking
- Mechanics
- Business
- Childcare
- Drafting
- Manufacturing
- Food Service
- Other _____

Fitness/PE

- PE Individual Activities
- PE Team Activities
- Body Building
- Other _____

Home Management/House

- Cooking
- Housekeeping
- Home maintenance
- Home repair
- Other _____

Leisure Lifestyle

- Community activities
- YMCA/YWCA
- Parks and recreation
- Reading
- Individual hobbies
- List: _____
- Games and puzzles
- Movies/concerts/dances
- Other _____

Independent Living

- Budgeting and banking
- Apartment finding
- Friends
- Supports
- Rights/laws
- Transportation
- Insurance
- Newspaper/magazines
- Other _____

Parent and Staff Planning Documents

Parent Questionnaire For Transition Planning

I would like to enlist your help this year in the Transition planning process. Please take a few minutes to put a check in each box of the curricular area you think is important for your young adult during his/her high school years. Thank you for your time.

Math/Daily Living Skills/Community

- Measurement for cooking
- Paying bills and bank records
- Inches and feet for _____
- Compute work hours on time sheet
- Other _____

Reading/Daily Living Skills/Community

- Read want ads
- Read coupons
- Read labels and prescriptions _____
- Read bus, train and airplane schedules
- Read work schedule
- Other _____

Sex Education/Drug Education

- Health class
- Sexually transmitted diseases, knowledge of
- Pregnancy/prenatal care/parenthood
- Male/female relationships (friendship, dating, courting)
- Other _____

Vocational Education

- Cooking
- Mechanics
- Business
- Childcare
- Drafting
- Manufacturing
- Food Service
- Other _____

Fitness/PE

- PE Individual Activities
- PE Team Activities
- Body Building
- Other _____

Home Management/House

- Cooking
- Housekeeping
- Home maintenance
- Home repair
- Other _____

Leisure Lifestyle

- Community activities
- YMCA/YWCA
- Parks and recreation
- Reading
- Individual hobbies
- List: _____
- Games and puzzles
- Movies/concerts/dances
- Other _____

Independent Living

- Budgeting and banking
- Apartment finding
- Friends
- Supports
- Rights/laws
- Transportation
- Insurance
- Newspaper/magazines
- Other _____

PARENT/GUARDIAN TRANSITION QUESTIONNAIRE A Guide for Transition Planning

The following questions will help you and your family think about the services needed after leaving the public school system. Please place a check next to the item or items that you would like more information about, or write down any ideas that you want included in the transition plan. Please return this questionnaire to

_____ by _____
(name) (date)

Parent Name _____ Student Name _____

Telephone Number _____ Age _____ School _____

1. Date of Birth: _____ School Exit Date: _____
2. Plan for Graduation: _____ GED _____ Other _____
3. What are your current post-school plans? Please put a check by the area(s) you need more information about.

Continuing Education:

4 yr. College _____
Community College _____
Technical Training _____
Other _____

Housing:

Live at home _____
Independent _____
Apartment with support _____
Group Home _____
Other _____

Vocational:

Job _____
More Training _____
Volunteer Work _____
Armed Forces _____
Supported Work _____
Sheltered Work _____
No Plans _____
Other _____

4. Please check the areas you feel you will need assistance with and/or want more information about.

Employment:

Career Plan _____
Work Placement _____
Work Training _____
Transportation _____

Continuing Education:

Financial Aid _____
Grants _____
Options Available _____

Social/Legal:

Counseling _____
Rights/liabilities _____

Housing:

Independent Living Skills _____
Training _____
Financial Support _____
Available Options _____

Leisure/Recreation:

Locating Appropriate Programs _____
Transportation _____
Financial Support _____
Others _____

Medical Services:

Medicaid _____
Medicare _____
Medical Insurance _____
Dental Insurance _____

Accident/Life Insurance _____
Other Medical Assistance _____

5. What most concerns you about your child's future?

6. Are you aware of any community agencies that could help you in your planning?

7. What can the school district staff do to assist you and your child in planning for post-school needs?

8. What other issues do you have concerning transition that we have not addressed?

FAMILY INTERVIEW: A GUIDE FOR TRANSITION PLANNING

Parents' Name: _____ Student's Name: _____

Phone Number: _____ Age: ____ School: _____ Date: _____

1. Have you begun planning for your young adult's transition from high school to the adult world? What have you done specifically?
2. What do you want for your young adult during the next year, in 5 years, 10 years?
3. What services have you explored for your young adult after high school?
4. How much support, beyond the family, do you imagine your young adult needing to be successful in the adult world?
5. What makes you most anxious about the future of your young adult?

PARENT SURVEY ON STUDENT NEEDS

Student: _____ School: _____

Date of Birth: _____ Expected Date of Graduation: _____

VOCATIONAL:

Competitive, Supportive, Sheltered, Activity Centers, Volunteer, Military (register at 18), Sub-Minimum wage

My child 's strengths in this area are: _____

Future Goals: _____

Concerns/Needs: _____

TRANSPORTATION/MOBILITY:

Bus, Automobile, Bicycle, Walking, Adapted Vehicle, Car Service/Taxi, Wheelchair, Cane, Dog

To travel about town, my child: _____

Future Goals: _____

Concerns/Needs: _____

RESIDENTIAL/LIVING SKILLS:

Independent, Supported, Family, Group Home, Foster Home, Nursing Facility

My child demonstrates independence at home by: _____

Future Goals: _____

Concerns/Needs: _____

RECREATION/LEISURE/PERSONAL TIME:

City Parks & Recreation, YMCA/YWCA, School/Church Activities, Special Olympics, Wheelchair Sports, Camps

My child's leisure activities include: _____

Future Goals: _____

Concerns/Needs: _____

COMMUNICATION/SOCIAL SKILLS:

Friends, Behavior, Speech, Conversation, Hearing, Group Situations, Telephone

Describe your child's social interactions/behavior: _____

Future Goals: _____

Concerns/Needs: _____

EDUCATIONAL PROGRAMS:

Math, PE, English, Vocational Education, History, Science, Foreign Language, Computer Science

My child does well in: _____

Future Goals: _____

Concerns/Needs: _____

CONTINUING EDUCATION:

Community College, 4-Year College, Trade Schools, Vocational/Technical Training, Job Corps

My child hopes to go to: _____

Future Goals: _____

Concerns/Needs: _____

INCOME:

SSI, SSDI, VRD/OCB (Training Expense), College Financial Aid, Scholarships, Food Stamps, AFDC

My child currently receives financial support from: _____

Future Goals: _____

Concerns/Needs: _____

MEDICAL/HEALTH/EQUIPMENT NEEDS:

Health Insurance, Counseling, Diet, Fitness, Birth Control, Muscular Strength & Coordination

My child's health is: _____

Future Goals: _____

Concerns/Needs: _____

ADVOCATE/GUARDIAN/LONG TERM CARE:

ARC, COPE, Mental Health, MR/DD Services, Guardianship, Wills/Trusts

My child's health is: _____

Future Goals: _____

Concerns/Needs: _____

STAFF SURVEY ON STUDENT NEEDS

Student: _____ School: _____

Date of Birth: _____ Expected Date of Graduation: _____

VOCATIONAL:

Competitive, Supportive, Sheltered, Activity Centers, Volunteer, Military (register at 18),
Sub-Minimum wage

Current Status: _____

Future Goals: _____

Concerns/Needs/Barriers: _____

TRANSPORTATION/MOBILITY:

Bus, Automobile, Bicycle, Walking, Adapted Vehicle, Car Service/Taxi, Wheelchair, Cane, Dog

Current Status: _____

Future Goals: _____

Concerns/Needs/Barriers: _____

RESIDENTIAL/LIVING SKILLS:

Independent, Supported, Family, Group Home, Foster Home, Nursing Facility

Current Status: _____

Future Goals: _____

Concerns/Needs/Barriers: _____

RECREATION/LEISURE/PERSONAL TIME:

City Parks & Recreation, YMCA/YWCA, School/Church Activities, Special Olympics, Wheelchair
Sports, Camps

Current Status: _____

Future Goals: _____

Concerns/Needs/Barriers: _____

COMMUNICATION/SOCIAL SKILLS:

Friends, Behavior, Speech, Conversation, Hearing, Group Situations, Telephone

Current Status: _____

Future Goals: _____

Concerns/Needs/Barriers: _____

EDUCATIONAL PROGRAMS:

Math, PE, English, Vocational Education, History, Science, Foreign Language, Computer Science

Current Status: _____

Future Goals: _____

Concerns/Needs/Barriers: _____

CONTINUING EDUCATION:

Community College, 4-Year College, Trade Schools, Vocational/Technical Training, Jobs Corps

Current Status: _____

Future Goals: _____

Concerns/Needs/Barriers: _____

INCOME

SSI, SSDI, VRD/OCB (Training Expense), College Financial Aid, Scholarships, Food Stamps, AFDC

Current Status: _____

Future Goals: _____

Concerns/Needs/Barriers: _____

MEDICAL/HEALTH/EQUIPMENT NEEDS:

Health Insurance, Counseling, Diet, Fitness, Birth Control, Muscular Strength & Coordination

Current Status: _____

Future Goals: _____

Concerns/Needs/Barriers: _____

ADVOCATE/GUARDIAN/LONG TERM CARE:

ARC, COPE, Mental Health, MR/DD Services, Guardianship, Wills/Trusts

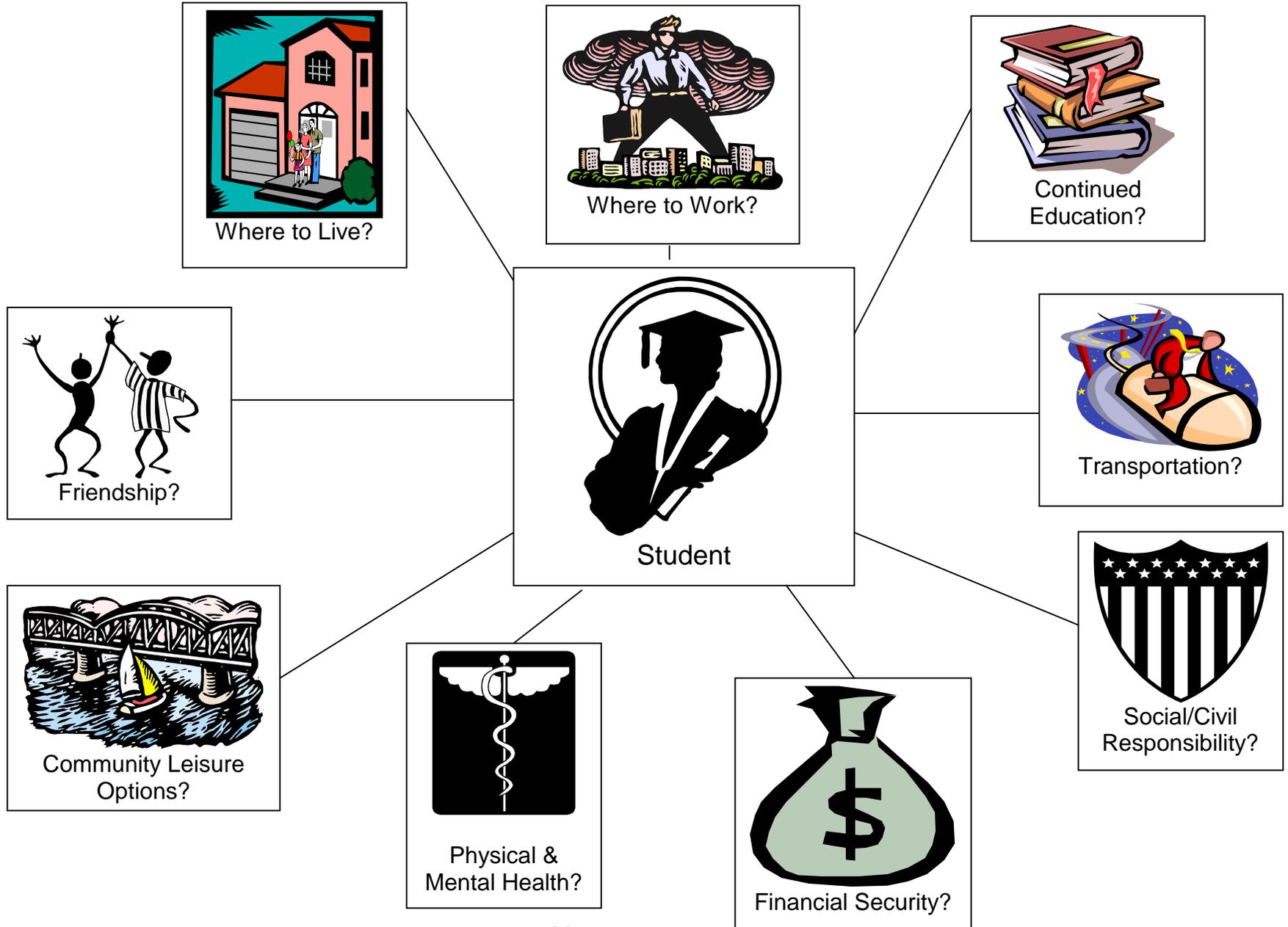
Current Status: _____

Future Goals: _____

Concerns/Needs/Barriers: _____

Transition Planning Tools

VISUALIZE THE FUTURE: Decisions to be made... Author Unknown



A TYPICAL MONTH IN THE LIFE OF _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

OCCASIONAL ACTIVITIES

What does _____ do less than once a month?

Carol Overdorff

POSSIBLE FUTURES, DESIRES AND DREAMS ...

WORK

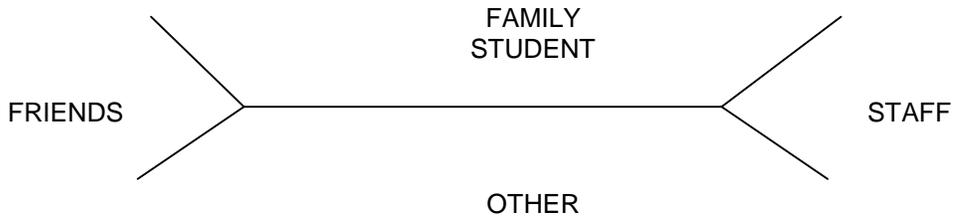
HOME LIFE

PERSONAL TIME

Date _____
Mo/Day/Yr

PERSONAL PROFILE

STUDENT NAME _____ **BD** _____
FIRST MIDDLE LAST



DREAMS	STRENGTHS	PREFERENCES/ INTERESTS
SUCCESS (WHAT WORKS)	BARRIERS (DOESN'T WORK)	ISSUES & SUPPORTS
RESOURCES/OPPORTUNITIES		

Carol Overdorff

TRANSITION ISSUE:		
CURRENT STATUS:		
	DISCUSSION	RECOMMENDATIONS
1. STRENGTHS		
2. PREFERENCES		
3. SUCCESS		
(what works)		
4. BARRIERS		
(what doesn't work)		
5. DREAMS		
6. ISSUES AND SUPPORTS		

Author unknown

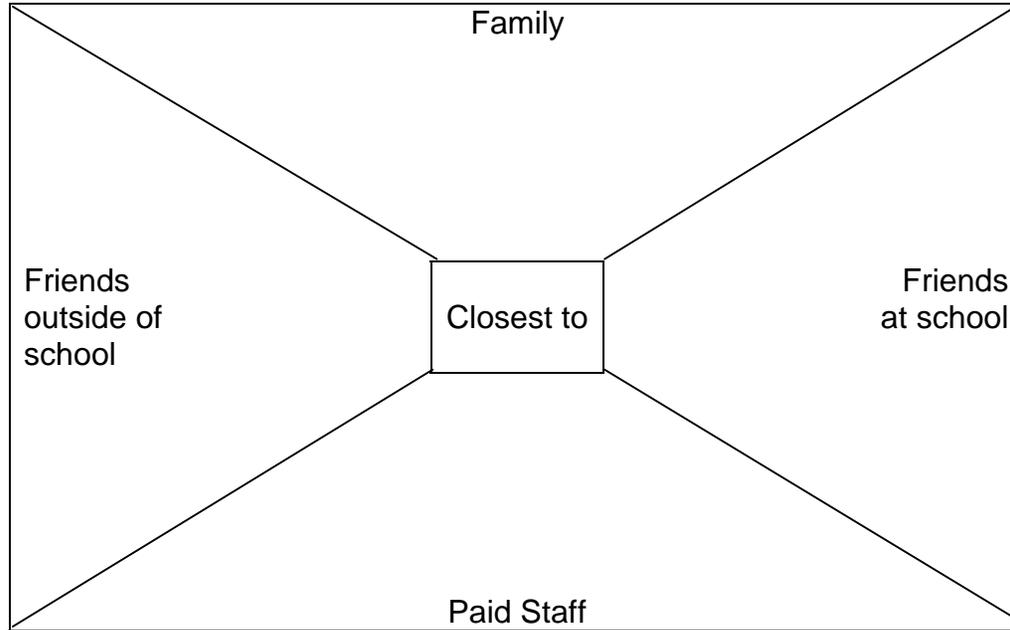
Student: _____

Who is part of _____'s life?

What are _____'s strengths?

What are _____'s preferences? What does s/he love?

What works for _____?
What makes her/him succeed?



What kind of changes can be made now, based on your vision for _____?

What part of life or school isn't working for _____? When does s/he fail?

What are your dreams for _____?
Describe his/her life at age 30: Where does s/he live, work, play?
Who is part of that life?

Where might supports (help) be needed?

What is your nightmare for _____?

PERSONAL SUPPORT

Who will provide support and friendship to _____ ?

COMMUNITY SERVICE PROVIDERS

What services will be needed by _____ as an adult?

Getting from Where I Am to Where I Want to Be!

What's this all about? The questions in this booklet can help you bring together your thoughts about a transition *strategy* for yourself, and help identify some first steps you, family and friends, and agency people *can take to help you realize a best possible future* after your next transition. This *map* is written in the first person, so that the focus is always on the person in transition. It can be used in several ways: 1) you can fill it out by yourself; 2) someone can ask you the questions and write down your answers; 3) you can work on it with a teacher, counselor or someone else; or 4) family and friends can help you with it. Everyone's ideas are important and should be written down, but try and distinguish (with initials) what various people have to say.

Adapted from **Personal Futures Planning** (Mount) for project TRANSITION, the School-to-Work Interagency Transition Partnership (SWITP) for Napa County, by Allen, Shea & Associates, 5/94.

1. Who is this about?

2. What are some great things about you?

Getting from Where I am to Where I Want to Be!
Things About You

3. What things do you like to do? around town? at home? for fun?

4. What new things would you like to do? around town? at home? for fun?

5. What makes you
happy?

6. What makes you mad or sad or
frustrated?

Getting from Where I am to Where I Want to Be!
Things About You

7. What are doing now; going to school? working? something else?
If not working, please go to Question #9.

8. How's Your Job?

	Yes	No
Is it the kind of job you like?	___	___
Are the hours and days okay?	___	___
Do you get the support you need?	___	___
Do you get benefits?	___	___
How do you get along with people at work?		
___ great	___ okay	___ not very well

When you think about your job (check the one that shows how you feel most of the time):

- ___ You are glad you got it
- ___ It's okay that you got it
- ___ You're sorry that you got it

9. Do you want a job, or a different job than you have right now? If so, what kinds of jobs have you had?

If working or a different job is not important to you now, please turn to the page called Things About How You Live and Would Like to Live.

10. What kinds of jobs (or careers) interest you?

11. Do you need support in getting a job?

Are you looking for your first job? ___ yes ___ no
Does it take you a long time to learn a job? ___ yes ___ no
Do you get social security benefits? ___ yes ___ no
Do you need support in things like using money or getting a job? ___ yes ___ no
Do you need any specialized training or work experience? ___ yes ___ no

If you answered yes to any of these questions, you could probably use some support in getting and keeping a job.

Getting from Where I am to Where I Want to Be!
Things About You

12. How do you live now?

Alone?

With a roommate?

With your parents?

With other relatives?

In a group home?

Other? _____

13. What do you see as the *best things* about where you live right now?

14. What do you see as the *biggest challenges* of where you live right now?

15. What kinds of support do you need where you live right now?

16. Are you living where you want to live and with whom you want to live?

17. All things possible, where would you like to live and with whom?

If you're living where you want to live for now, please go to question #18.

Getting from Where I am to Where I Want to Be!
Things About You

18. What are your dreams and hopes for the future?

19. What *worries* you about your future?
What *worries* or *scares* those around you (parents, spouse, close friends)?

20. All things possible, what do you see yourself doing 3-5 years from now?

21. What support would you need to get to where you want to be?

Getting from Where I am to Where I Want to Be!
Things About You

22. What are some *first steps* to take toward that desired future?

23. Looking at what you wrote for #22, which things would you like to discuss at your transition planning meeting?

24. Who should be at your transition meeting (family, friends, employers, agency representatives) to help you plan?

25. Who worked on the questions in this booklet?

Date: _____

Getting from Where I am to Where I Want to Be! Things About You

Name of person in transition: _____

Moving towards your <i>desired</i> future, what do you need, want, or hope to happen over the next 1-3 years?	By what date?	How much of what kind of support will you need? Who can (or will) do what?			
		I will . . .	Family, friends, as follows will . . .	Agencies or programs, as follows, can help by . . .	I need additional support from . . .

How will we know if your plan has worked?

Self-Determination Resources

SELF-DETERMINATION RESOURCES

Curriculum

Abery, B., A. Eggebeen, E. Rudrud, K. Arndt, and L. Tetu. A Guide to Enhancing the Self-Determination of Transition-Age Youth with Disabilities. 1994. [Contact: The Institute on Community Integration, College of Education, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Dr SE, Minneapolis MN 55455. (612) 624-4512.]

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American Council on Education. In Their Own Words. 1993. [Contact: HEATH Resource Center, One Dupont Circle, Washington DC 10036-1193. (800) 544-3284.]

Arc National Headquarters. The ADA Training Program for Self-Advocates: A Simplified Training on Titles II and III of the Americans with Disabilities ACT. [Contact: Arc National Headquarters, 1010 Wayne Ave, Suite 650, Silver Springs Maryland 20910. (800) 433-5255.]

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Carter, L. Transition Issues: A Curriculum Guide for Independent Living. [Contact: Montezuma Cortez School District RE-1, PO Drawer R, Cortez CO 81321.]

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- Curtis, E. I Want My Dream, New Hat, and Profile Decks—It's My Life. 1995. [Preference-based planning, facilitator's guide, and goal planner's workbook. Contact: New Hats Inc., PO Box 57567, Salt Lake City UT 84157. (801) 268 9811.]
- Curtis, E. (1996). Self-determination profile: An assessment package. Salt Lake City UT: New Hats, Inc.
- DeSoto Public Schools. Trans-Plan Curriculum (in development). [Contact: B. Silvers, Transition Coordinator, DeSoto Public Schools, 83050 Peoria, DeSoto KS 66018.]
- Field, S. and A. Hoffman. Promoting Self-Determination through Effective Curriculum Development. *Intervention in School and Clinic*. Vol. 30(3), January 1995, pp. 134-141. [Contact: PRO-ED, 8700 Shoal Creek Blvd, Austin TX 78758-6897. (800) 397-7633.]
- Field, S. and A. Hoffman. Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals, 1996. [Contact: PRO-ED, 8700 Shoal Creek Blvd, Austin TX 78758-6897. (800) 397-7633.]
- Field, S. and A. Hoffman. Steps to Self-Determination: The Self-Determination Curriculum. 1996. [Contact: PRO-ED, 8700 Shoal Creek Blvd, Austin TX 78758-6897. (800) 397-7633.]
- Field, S., A. Hoffman, and S. Spezia. (1998). Self-determination strategies for adolescents in transition. Austin, TX: Pro-ed. [Contact: PRO-ED, 8700 Shoal Creek Blvd, Austin TX 78758-6897. (800) 397-7633.]
- Field, S., J. Martin, R. Miller, M. Ward, and M. Wehmeyer. A Practical Guide for Teaching Self-Determination, May 1997. [Contact: Division on Career Development and Transition, Council for Exceptional Children, 1920 Association Dr, Reston VA 20191-1589. (703) 620-3660.]
- Fullerton, A. Putting Feet on My Dreams. 1994. [Contact: Department of Special and Counselor Education, Portland State University, Box 751, Portland OR 97207.]
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- Huff, B. Self-Determination - Student Strategies: A Coaching Guide to Facilitating Student-Directed Life Planning. 1994. [Contact: Beverly Huff, Project Director, Irvine Unified School District, 5050 Barranca Parkway, Irvine CA 92714.]
- Self-Determination - Support Interventions: A Systems Guide to Promoting Student Determined Life Choices. Irvine, CA: Irvine Unified School District. [Contact: Beverly Huff, Project Director, Irvine Unified School District, 5050 Barranca Pkway, Irvine CA 92714.]
- Iowa Department of Education. Self-Determination Training I and Training II. [Contact: Iowa Department of Education, Iowa Transition Initiative, Des Moines IA 50311. (515) 271-3936.]
- Kansas Transition Network. It's Your Choice: Planning for Life after High School. [A videotape and workbook package. Contact: Full Citizenship, Inc., 211 E. 8th St., Suite F, Lawrence KS 66044. (913) 749-0686.]
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- Maryland Coalition for Integrated Education. Achieving Inclusion through the IEP Process: A Workbook for Parents. 1991. [Contact: Maryland Coalition for Integrated Education, 7257 Parkway Dr., Suite 209, Hanover MS 21076.]
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Serna, L. and J. Lau-Smith. Learning with PURPOSE: A Life-Long Approach Using Self-Determination Skills. [Contact: College of Education/Special Education, Mesa Vista Hall, 3rd Fl., University of New Mexico, Albuquerque NM 87131-1001. (505) 277-5018.]

University of Minnesota. CTIC Activity Updates: What's Working in Transition. Summer 1998. [Contact: University of Minnesota, 109 Pattee Hall, 150 Pillsbury Dr. SE, Minneapolis MN 55455. (612) 624-4512.]

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University of Nebraska. LD CASE: Peer Workshop Training Manual. [Contact: University of Nebraska, Division of Educational and Student Services, Omaha NE 68182.]

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Wehmeyer, M., and D. Sands (eds.). Making it Happen: Student Involvement In Educational Planning, Decision-Making And Instruction. February 1998. [Contact: Paul H. Brookes Publishing Company, PO Box 10624, Baltimore MD 21285-0624. (800) 638-3775.]

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----- *The American with Disabilities ACT (ADA) and working.*

----- *Auto-Determinacion: 10 pasos hacia la independencia; como promover la auto-determinacion en al hogar.*

----- *Bill of Rights series.*

----- *Building self-advocacy in the community.*

----- *A call to action: the roles of people with mental retardation in leadership.*

----- *The Constitution of the United States.*

----- *Handbook for high school teachers: staff development on the topic of constitutional government.*

----- *Learning about the Americans with Disabilities ACT and Title II: Opening up government services and activities for people with disabilities.*

----- *Learning about the Americans with Disabilities ACT and working.*

----- *Self-Advocacy/Supporting the vision.*

----- *Self-Determination scale.*

----- *Ten steps to self-determination: promoting self-determination in the home.*

----- *Voting: preparing for citizenship – a guide for the teacher and citizen advocate.*

----- *We the people: a teaching unit on constitutional government for high school students with mental retardation.*

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