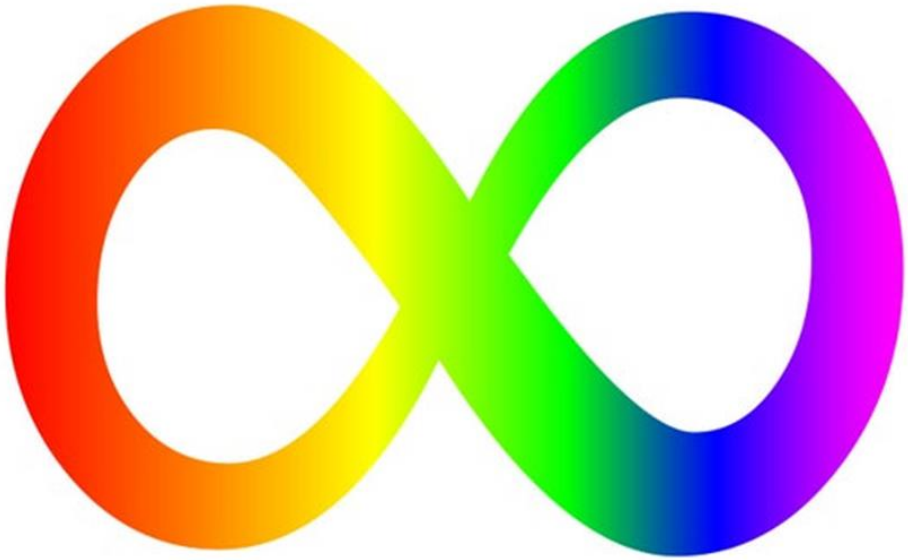
Self-Determination



Presented by:

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Agenda

- Self-determination
- Teaching Skills of Self-Determination
- One-Page Profiles

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Neurodiversity

- Humans have all kinds of minds/brains.
- There is no such thing as a “normal” brain.
- Neurodiversity Movement: part of the disability rights movement. It says that people with all kinds of brains should be accepted in society.
- Source: Welcome to the Autistic Community, by Autistic Self Advocacy Network
  - Free download (scroll to the bottom of the page for the pdf) at: https://autisticadvocacy.org/book/welcome-to-the-autistic-community/

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Autism – A Neurodiversity Description

- Autism is developmental disability that affects how people think, understand the world, move, communicate and socialize.

- Source: Welcome to the Autistic Community, by Autistic Self Advocacy Network
  - Free download (scroll to the bottom of the page for the pdf) at: https://autisticadvocacy.org/book/welcome-to-the-autistic-community/

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What is Self-Determination?

https://www.youtube.com/watch?v=YPWhAMe4UzU -

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What is Self-Determination?

- Making choices and decisions regarding one's quality of life free from undue external influences or interference (Wehmeyer, 1999)

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Why is Self-Determination Important?

- It is a fundamental human right, regardless of disability (UN Convention on Rights of Persons with Disabilities, 2006; ratified by Canada, 2010).
- Increased self-determination contributes to a higher quality of life (Wehmeyer & Schwartz, 1998; Lachapelle et al., 2005; and Shogren et al., 2015).

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Why is Self-Determination Important?

- However, autistic people are less self-determined than their peers, including peers with other developmental disabilities (Chou, Wehmeyer, Palmer, & Lee, 2016; Hodgetts, Richards, & Park, 2018; Nonnemacher & Bambara, 2011; Weiss & Riosa, 2015).

But Really - Why is Self-Determination Important?

- As parents, we know that our children are likely to outlive us
- As parents, we likely want our children to be **safe** and **happy**
- **How can we give our children the best chance to be safe and happy beyond our lifetimes?**
  - Self-determination is key.
  - Self-determination allows us to set boundaries with others (safety)
  - Self-determination allows us to pursue our interests, likes, and preferences (happiness)
  - The burrito test

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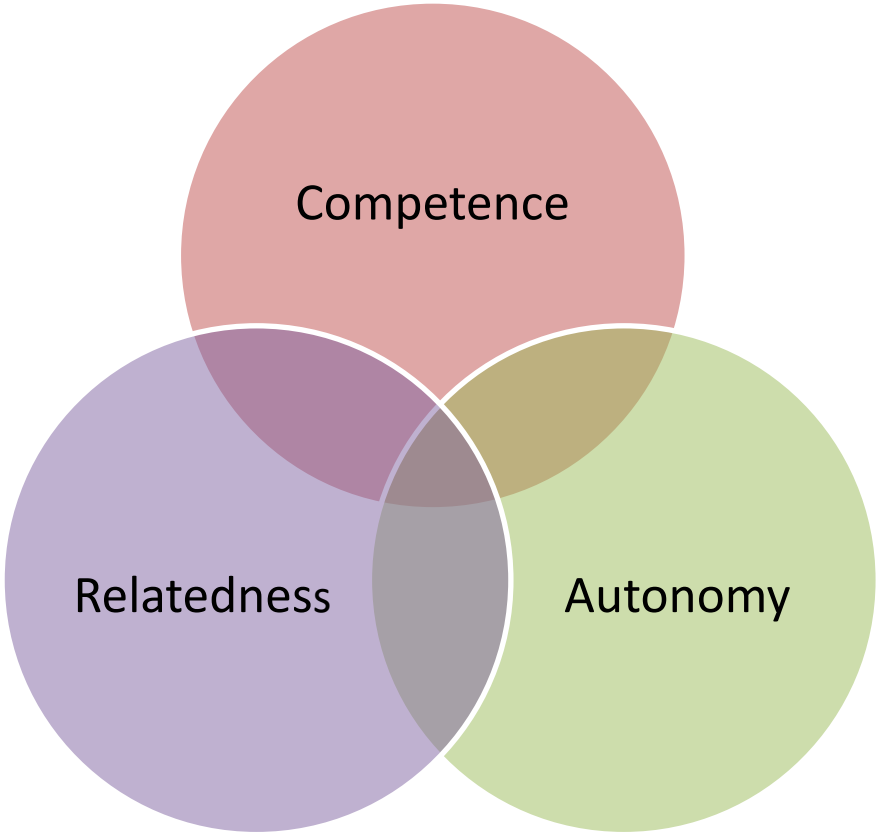
Self-Determination Theory

https://www.youtube.com/watch?v=6hTbz-ABgDw

A psychological theory of motivation.

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Self-Determination Theory

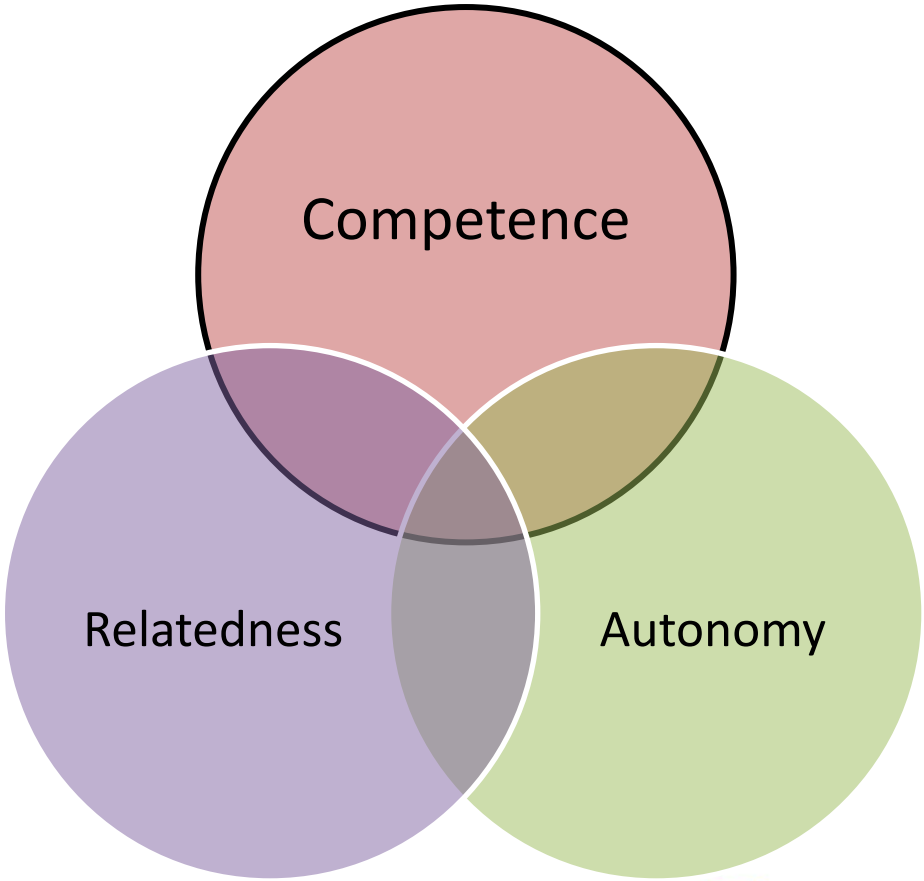


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Competence

- Feeling of mastery (I can do it); feeling able to operate effectively within important life contexts

- Competence is easily thwarted:
  - Challenge is too difficult
  - Negative feedback is pervasive
  - Person-focused criticism and social comparisons



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Strategies to Support Competence

- Focus on mastery rather than performance goals
- Provide informational feedback rather than evaluative or controlling
- Provide the “just right” challenge
- Provide structure
- Set limits in a noncontrolling way
- Encourage efforts

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Strategies to Support Competence

- Identify barriers and develop mitigating strategies
- Build on strengths
- Scaffold to support success
- Teach self-monitoring of progress
- Clear, achievable expectations

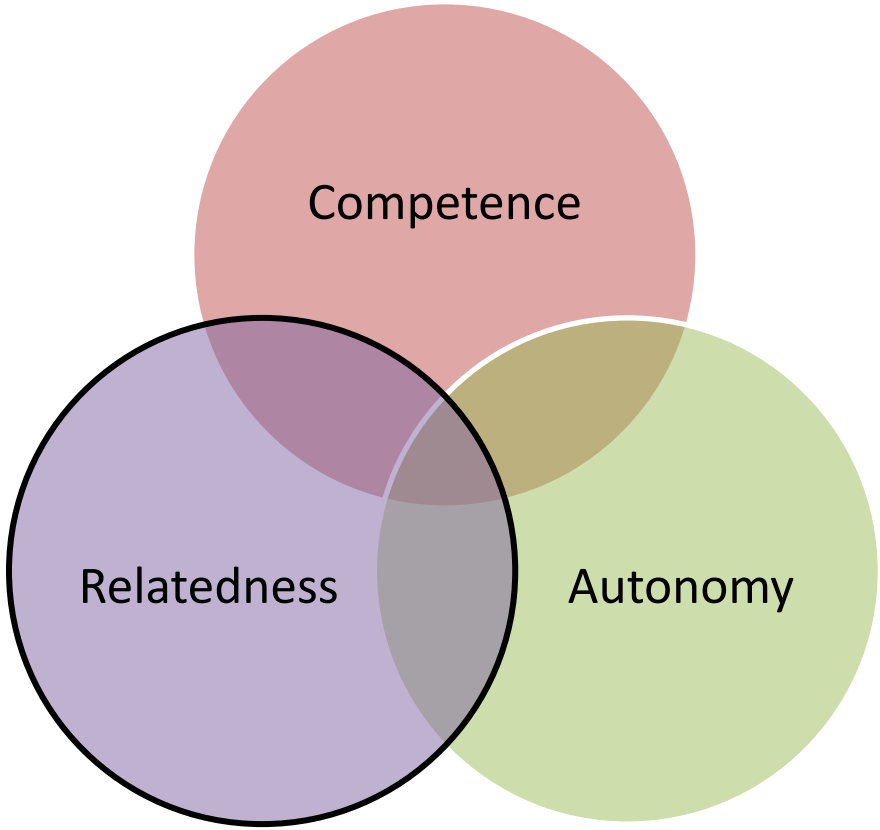
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Relatedness

- Feeling cared for by others; belonging and feeling significant among others; feeling that one is giving or contributing to the group

- Contexts that thwart relatedness:
  - Conditional regard
  - Caring provided out of a sense of obligation or benevolence



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Creating a Relatedness-Supportive Environment

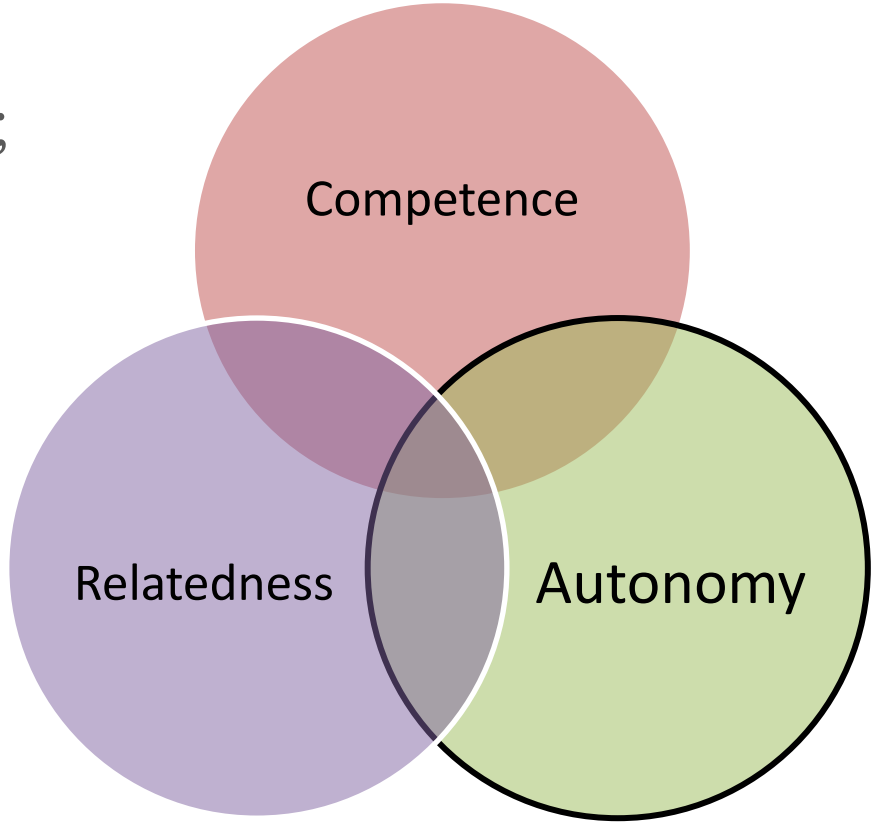
- Devote time, show interest
- Invest attention
- Be caring and supportive
- Show warmth and concern
- Taking the other's frame of reference is experienced as caring
- Unconditional positive regard

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Autonomy

- Sense of voluntariness; one's behaviours are self-endorsed; not the same as independence

- Contexts that thwart autonomy:
  - Not offering choices
  - Making demands or giving directives



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Creating an Autonomy-Supportive Environment

- Take the child's, teen's, or adult's perspective
- Ensure person has a functional communication system and it is available
- Offer meaningful choices, including within activities
- Encourage and support initiative and voice
- Minimize controlling language
- Provide meaningful rationales for required or requested behaviours
- Be responsive to comments and questions

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Creating an Autonomy-Supportive Environment

- Acknowledge feelings of resistance
- Allow time for independent work or activities
- Create opportunities for individuals to work in their own way
- Acknowledge signs of improvement or mastery
- Offer progress-enabling hints when the person seems stuck
- Ensure access to learning materials
- Nurture the person's interests

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Component Skills for Self-Determination

- Choice making
- Decision making
- Problem solving
- Goal setting
- Planning
- Goal attainment
- Self management
- Self advocacy
- Self awareness
- Self knowledge

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Choice Making

- What is needed for real choice?
  - Alternatives to choose from
  - An understanding of what those alternatives involve
  - A means to communicate the choice
  - A history of having choices respected

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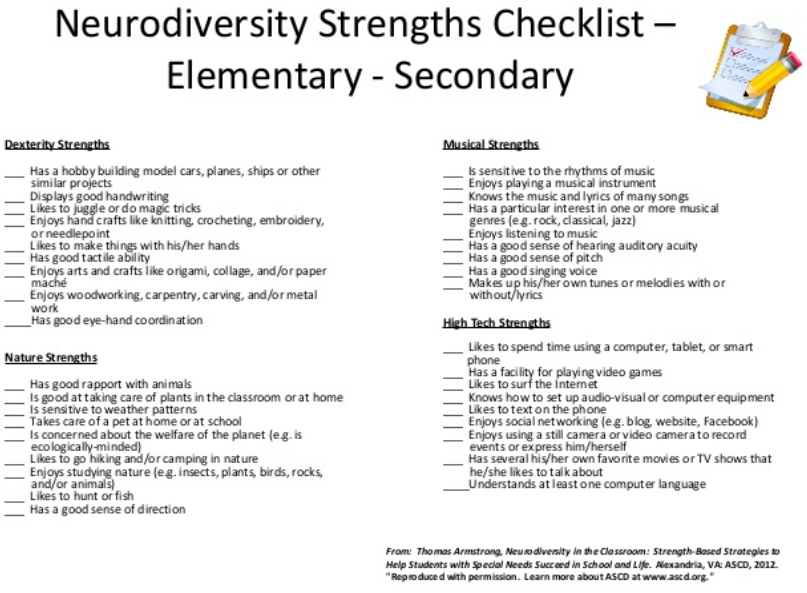
Choice Making

- Particularly important for childhood/early elementary.
- Provides opportunity to teach students they have a voice in their education.
- People's preferences change. Just because a student liked something at one time doesn't mean he or she will like it at another time.
  - Assess frequently.

Neurodiversity Strengths Checklist

- The key to helping children with “deficits” is to first find out as much as we can about their strengths.
  - Thomas Armstrong, Neurodiversity in the Classroom, p. 5.

- https://galileo.org/pl/wp-content/uploads/Neurodiversity-Strengths-Checklist.pdf



Neurodiversity Strengths Checklist – Elementary - Secondary

Dexterity Strengths

___ Has a hobby building model cars, planes, ships or other similar projects
___ Displays good handwriting
___ Likes to juggle or do magic tricks
___ Enjoys hand crafts like knitting, crocheting, embroidery, or needlepoint
___ Likes to make things with his/her hands
___ Has good tactile ability
___ Enjoys arts and crafts like origami, collage, and/or paper maché
___ Enjoys woodworking, carpentry, carving, and/or metal work
___ Has good eye-hand coordination

Nature Strengths

___ Has good rapport with animals
___ Is good at taking care of plants in the classroom or at home
___ Is sensitive to weather patterns
___ Takes care of a pet at home or at school
___ Is concerned about the welfare of the planet (e.g. is ecologically-minded)
___ Likes to go hiking and/or camping in nature
___ Enjoys studying nature (e.g. insects, plants, birds, rocks, and/or animals)
___ Likes to hunt or fish
___ Has a good sense of direction

Musical Strengths

___ Is sensitive to the rhythms of music
___ Enjoys playing a musical instrument
___ Knows the music and lyrics of many songs
___ Has a particular interest in one or more musical genres (e.g. rock, classical, jazz)
___ Enjoys listening to music
___ Has a good sense of hearing auditory acuity
___ Has a good sense of pitch
___ Has a good singing voice
___ Makes up his/her own tunes or melodies with or without/lyrics

High Tech Strengths

___ Likes to spend time using a computer, tablet, or smart phone
___ Has a facility for playing video games
___ Likes to surf the Internet
___ Knows how to set up audio-visual or computer equipment
___ Likes to text on the phone
___ Enjoys social networking (e.g. blog, website, Facebook)
___ Enjoys using a still camera or video camera to record events or express him/herself
___ Has several his/her own favorite movies or TV shows that he/she likes to talk about
___ Understands at least one computer language

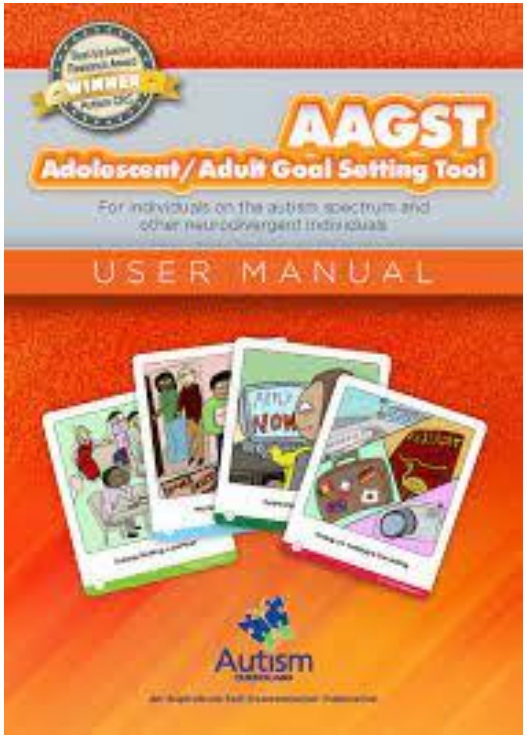
From: Thomas Armstrong, Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with Special Needs Succeed in School and Life. Alexandria, VA: ASCD, 2012. "Reproduced with permission. Learn more about ASCD at www.ascd.org."

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Preference Assessments







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One Page Profile

_____'s One Page Profile

What People Like and Admire about Me



What is Important to Me

Things I Like

How Best to Support Me

My Hopes and Dreams for the Next Few Months Are:

Adapted from Sanderson and Lewis (2012)

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Important To/Important For

What is important to _____?	What is important for _____?

What else do you need to know/learn?

What other things are important to _____?
How can we discover these things?

Royer, 2013 [PowerPoint presentation]

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Activity

- Prepare a one-page profile for yourself

Jackie's One Page Profile

What People Like and Admire about Me

- Committed
- Caring
- Passionate about continuous improvement
- Problem solver
- Thoughtful
- Tactful



What is Important to Me

- Family
- Flexibility and control over my schedule
- Life-long learning
- To feel like I make a difference
- To feel valued
- To have at least one trip per year with just my husband
- To have at least one trip per year to Hawaii, or another tropical destination
- To love what I am doing

How Best to Support Me

- Provide proposed solutions, not just problems
- Allow me time to process questions before expecting an answer
- Email or face to face are the best ways to communicate with me
- I don't like the phone and will only use it as a last resort to communicate
- Don't assume anything by the look on my face; it is often not reflective of my thoughts
- Make sure I get my morning coffee
- Offer help, I don't like to ask. I assume everyone is too busy.
- Be honest and direct.

Things I Like

- Talking about autism and solving problems, creating ideas
- Helping people
- Reading
- Crossword puzzles
- Wine
- Travel
- Social media

My Hopes and Dreams for the Next Few Months Are:

- To qualify for the thesis option of my Masters program
- To decide on my thesis topic
- To get Sean's day program up and running
- To get more services for adults with autism available

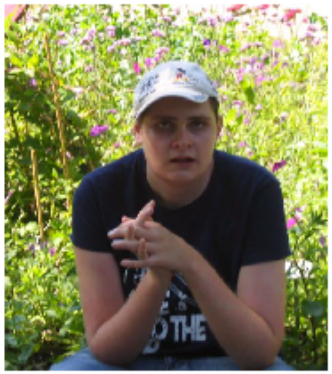
Adapted from Sanderson and Lewis (2012)

Another Example

Sean's One Page Profile

What People Like and Admire about Me

- Brings out the best in others
- Sense of humour
- Persistent
- Encourager of others
- Happy and easy-going
- Positive attitude
- Pride in self



What is Important to Me

- Undivided attention from adults who are important to me
- Choices
- Sleeping in & PJ days
- Travelling, especially to Hawaii

Things I Like

- Wind chimes
- Fans
- Ice cream
- Playing the Wii & Nintendo DS
- Trains
- Airplanes
- Car rides
- Throwing rocks in the water
- Visiting new bathrooms
- Going to hockey games
- Watching golf on TV
- Swimming - pools and ocean
- Eating in restaurants
- Travelling

How Best to Support Me

- Let me watch for a while to get comfortable and then I'll try.
- Listen to me - and give me a break if I ask for one.
- Show me how to do things and use gestures to help. I don't like to make mistakes.
- Tell me what to do, <u>not</u> what not to do
- I don't like to be touched, including physical prompts, hand-over-hand teaching, or handshakes.
- Use visuals to help me communicate
- Visual schedules and warn me when the schedule changes

My Hopes and Dreams for the Next Few Months Are:

- Make friends
- Find fun activities
- Try some work experiences:
  - Horticulture
  - Anthony at Your Service
  - Flyer delivery
  - Meals on Wheels

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Self-Determined Learning Model of Instruction (SDLMI)

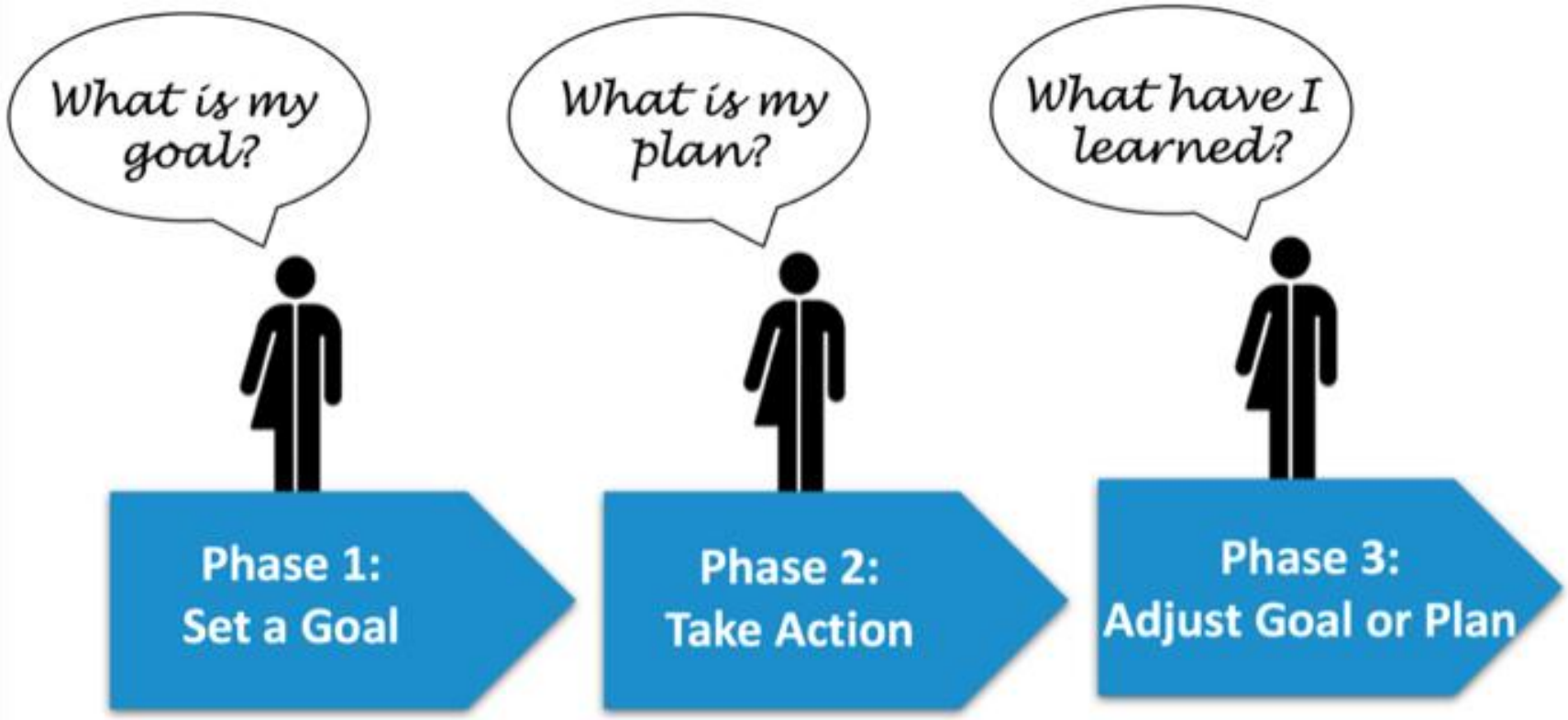
- The Self-Determined Learning Model of Instruction (SDLMI) is used by teachers to enable students to:
  - Set goals
  - Make choices and decisions
  - Develop plans to reach goals
  - Track progress toward goals

Teachers Guide is a free download at:

- https://selfdetermination.ku.edu/

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3 Phases of SDLMI



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Final Thoughts

Questions?





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