

I'M

DETERMINED

TRANSITION FROM A STUDENT PERSPECTIVE



HOW YOU GET TO WHERE YOU WANT TO GO



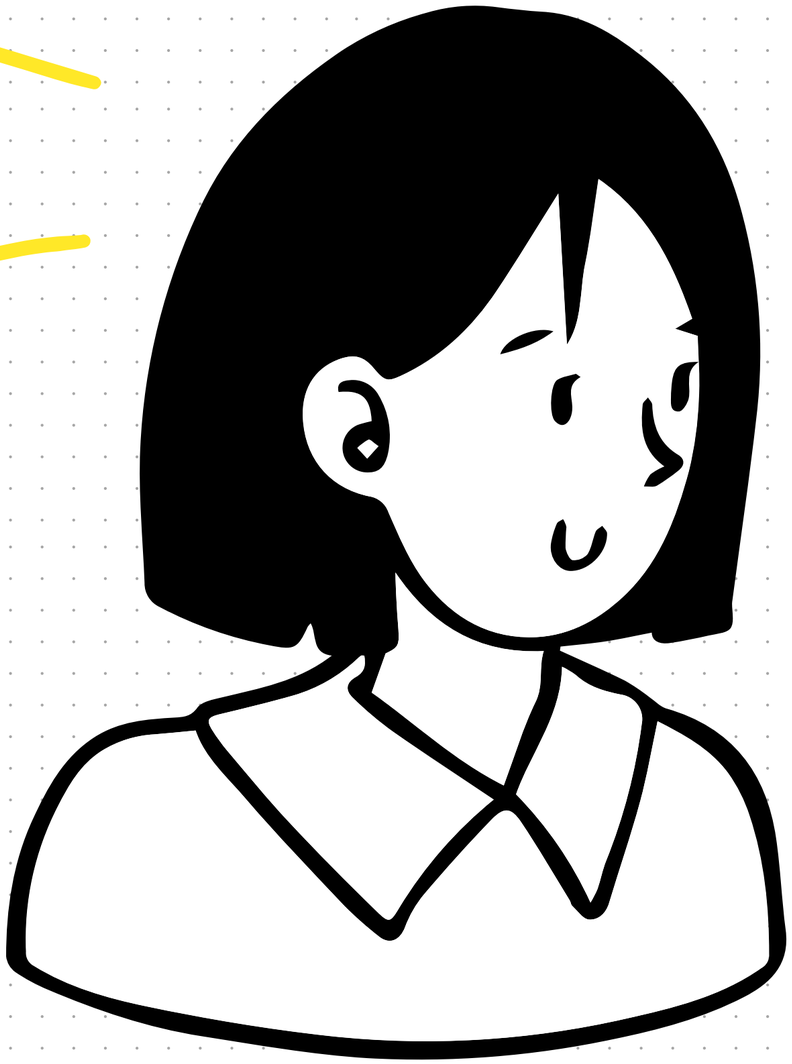
WHY YOU NEED TO BE DETERMINED

1

Understand why empowered young people are more in control of thier own lives.

2

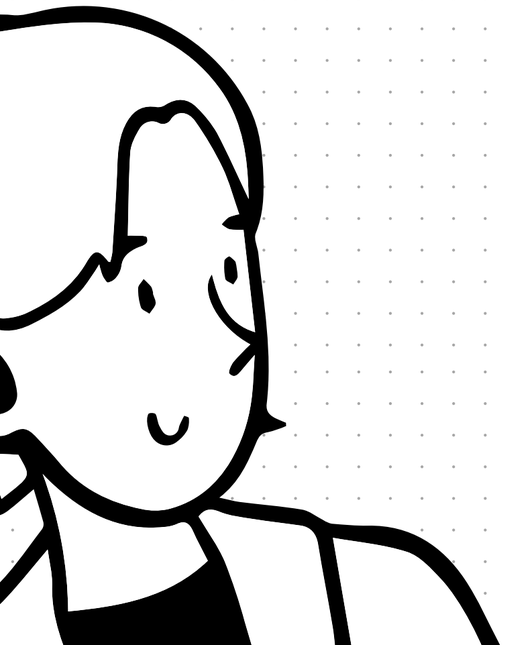
Be able to say what self-determination is and how you can start being more independent.

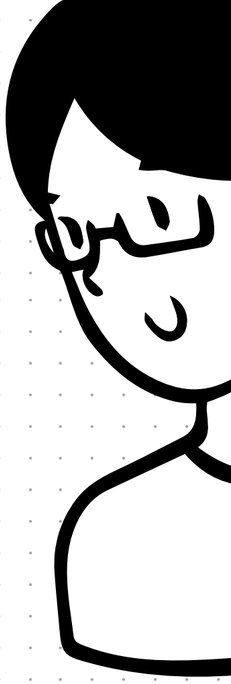


WHAT IS SELF-DETERMINATION

SELF - DETERMINATION IS...

Belief in yourself
Identifying strengths
Stating needs
Seeing your value
Standing up for what is right for you
Using your voice
Asking for help from people you trust
Recognizing problems and doing
something about it







WHAT CAN IT DO FOR ME?

better academic outcomes



better post-school employment

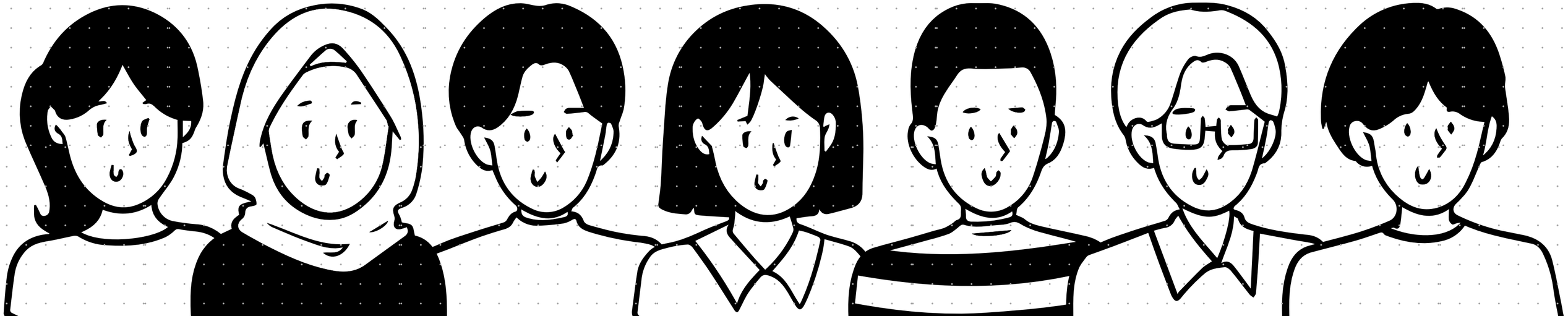


higher quality of life



WHY EMPOWERMENT?

Do you want to decide what to eat?
Who to hang out with?
What to wear?
Who to vote for?
What job to work?
Where to leave?
What kind of pet to have?



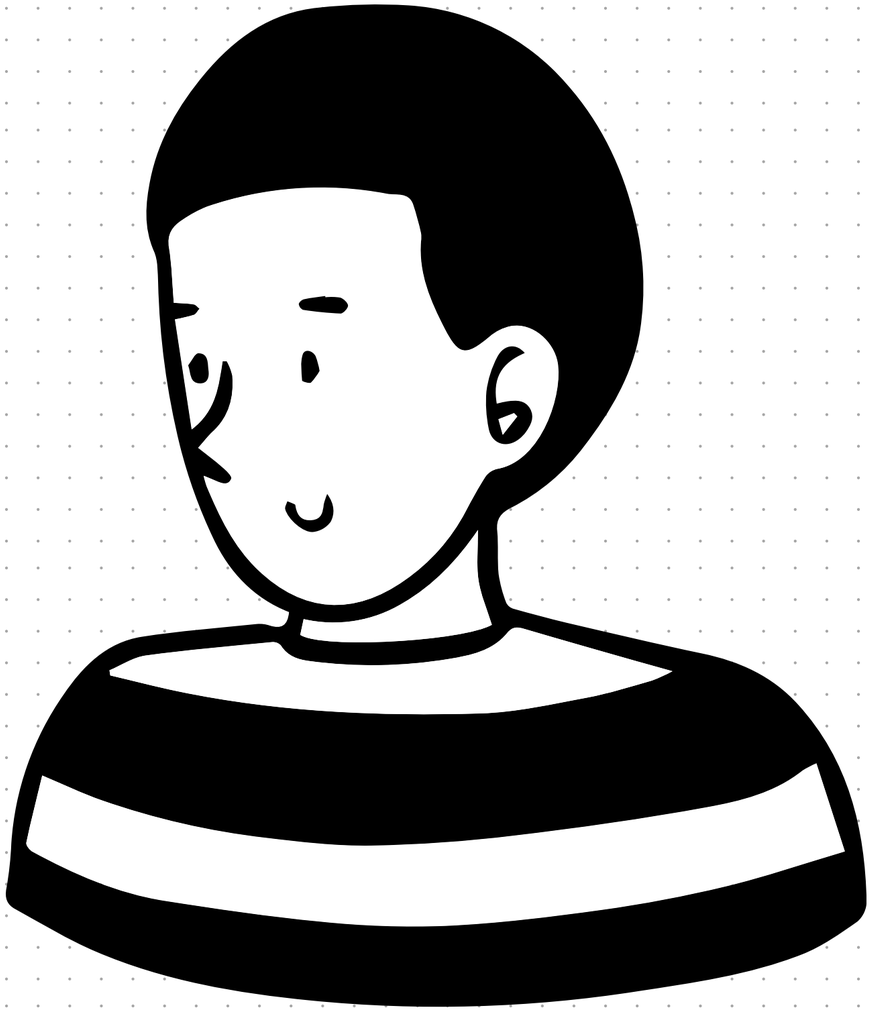
DO ACTIONS SPEAK LOUDER?

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

The One-Pager was created as a way to cut through all of that paper and get at the important stuff quickly and all on one page.

Voice - were you able to tell someone?
Show - were you able to show someone?

https://bit.ly/OnePagerTool – ask you teacher to print this

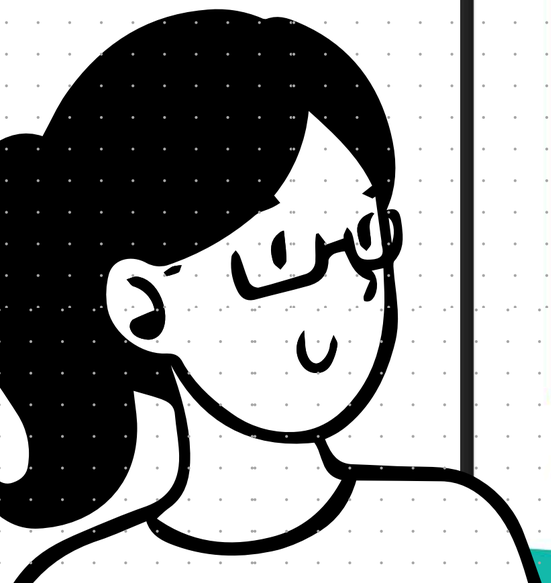


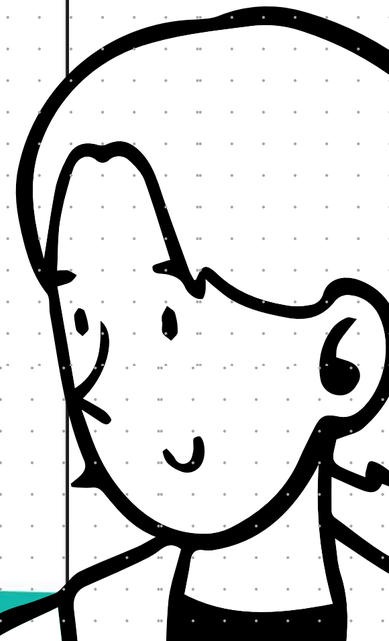
Name: _____ Date: _____

One-Pager

Answer each of the four parts in this One-Pager. Your answers will help you create your **SPIN**, or your **S**trengths, **P**references, **I**nterests, and **N**eeds. Give it to your teachers and employers so you can help them understand you and your needs and you can be successful!

My Strengths	My Preferences	My Interests	My Needs





I'M DETERMINED

Resource provided by I'm Determined, a state-directed project funded by the Virginia Department of Education.
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Scan code for more guidance, videos, and examples.
For additional resources visit www.imdetermined.org/resources.

THREE LITTLE WORDS

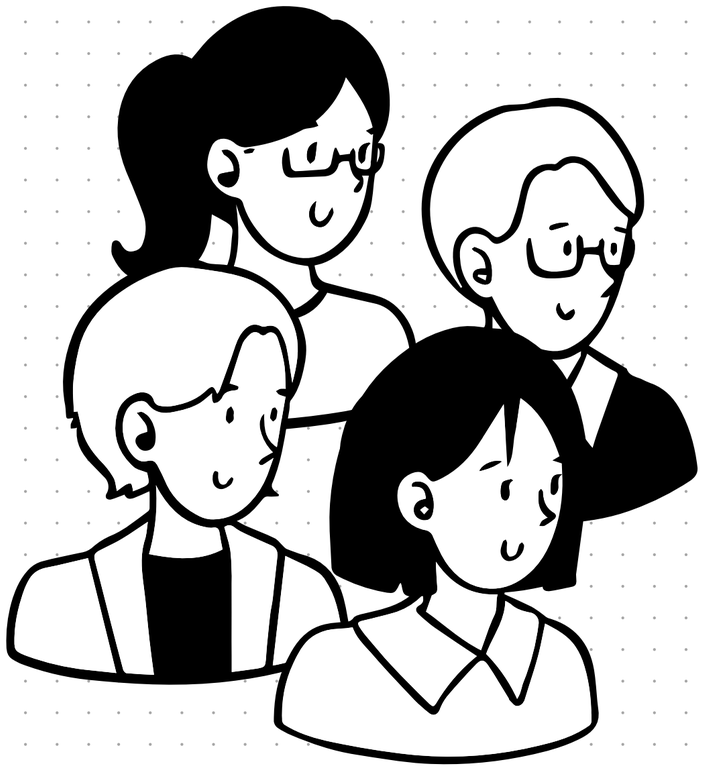
COMPETENCE

AUTONOMY

RELATEDNESS

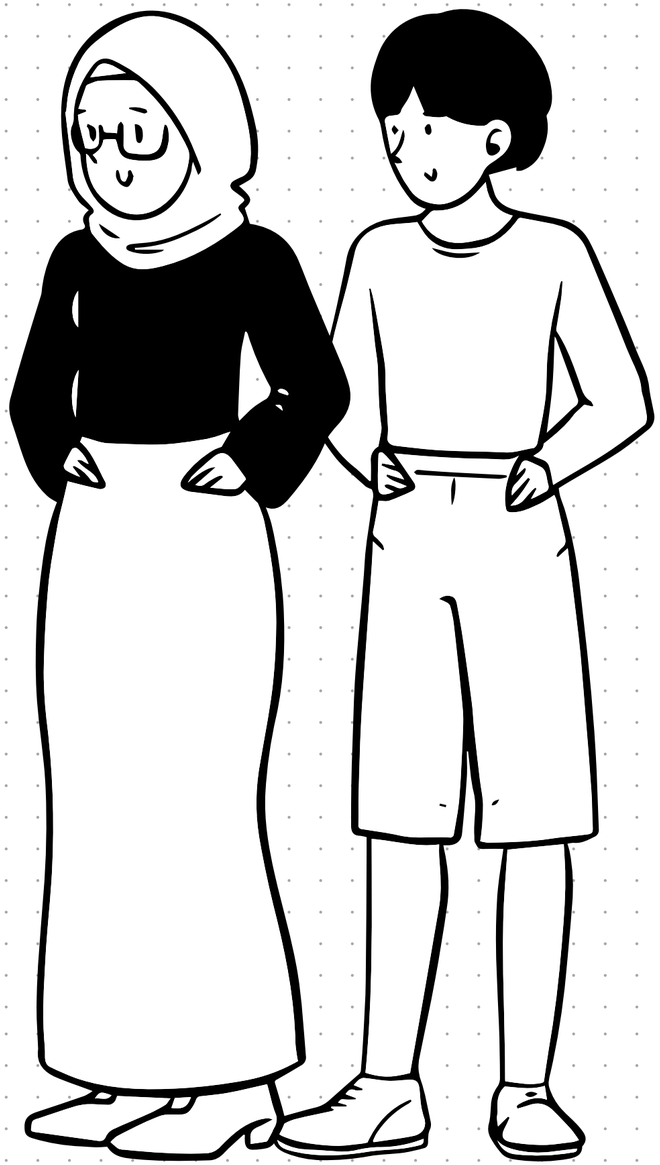


COMPETENCE

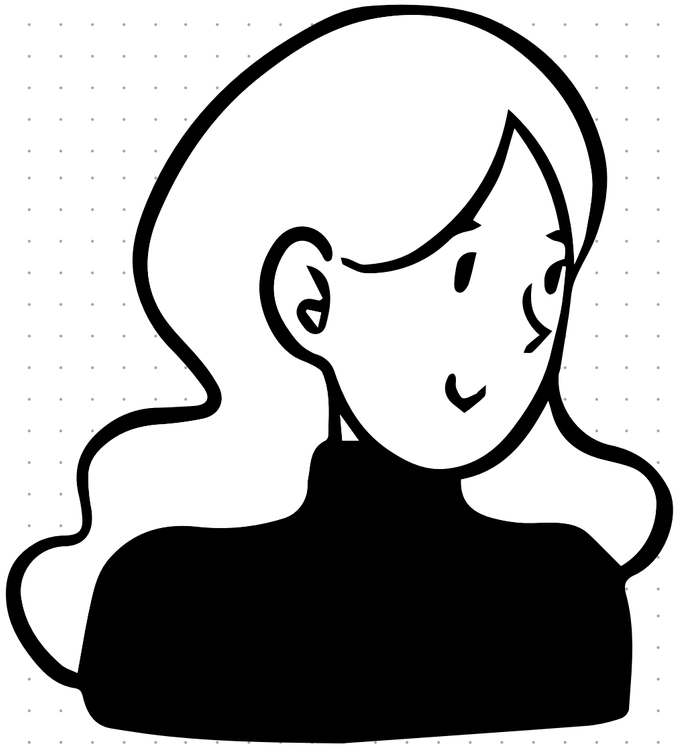


AUTONOMY

How would you
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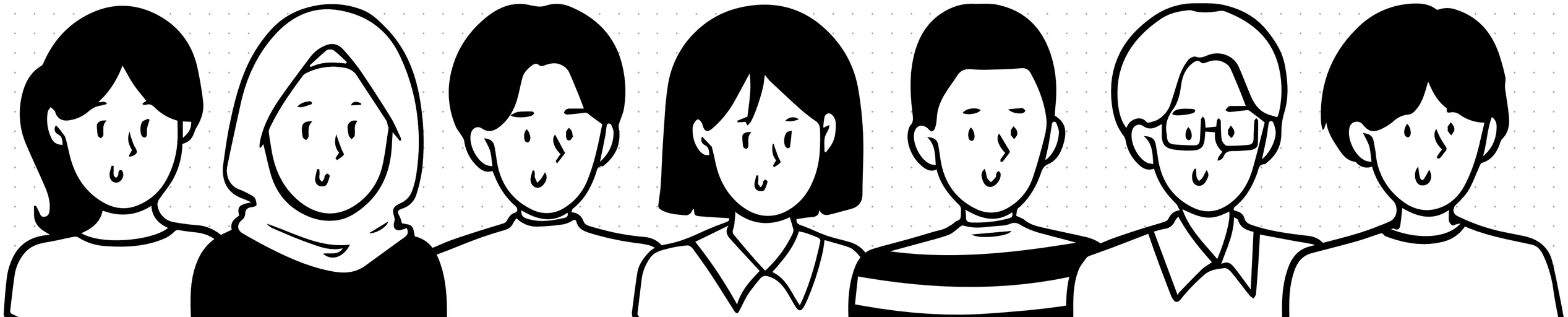


RELATEDNESS



How would you define
“

SHALL WE PRACTICE?

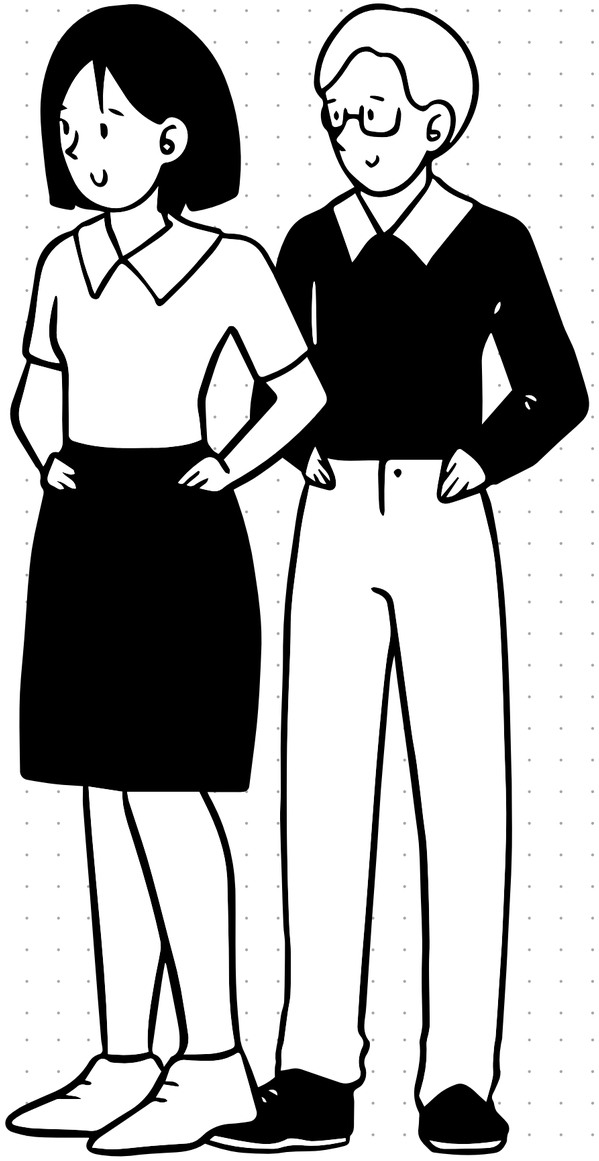


ARE YOU READY?

Are you ready to be more involved in your IEP process? Maybe you were asked by your case manager to attend the meeting. Or maybe you're interested in creating educational goals for yourself. Or you may just be curious about how the IEP process works, what the meeting is like, and what kinds of decisions are made.
However much involvement you currently have, your IEP meeting is one of best opportunities you have at school to practice self-determination skills. The Student Rubric for IEP Participation can help you identify your current level of involvement, as well as some steps you can take to increase your participation and understanding of the IEP process.

https://bit.ly/StudentRubric4IEP





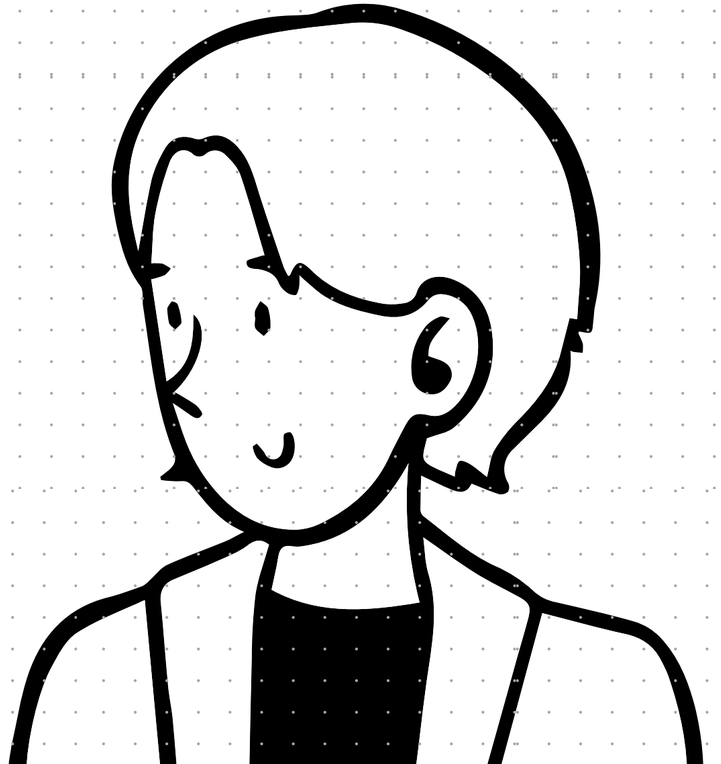
IEP AWARENESS

Awareness has a couple of different parts in become your own self-advocate.
Think about this in several different parts:

- IEP awareness

This is the knowing what your learning goals, supports and strategies are. It's more than a meeting.

Area	Level 1	Level 2	Level 3	Level 4
IEP Awareness	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of an IEP meeting.	I know what IEP stands for, the purpose of an IEP meeting, and I can tell others about these meetings.



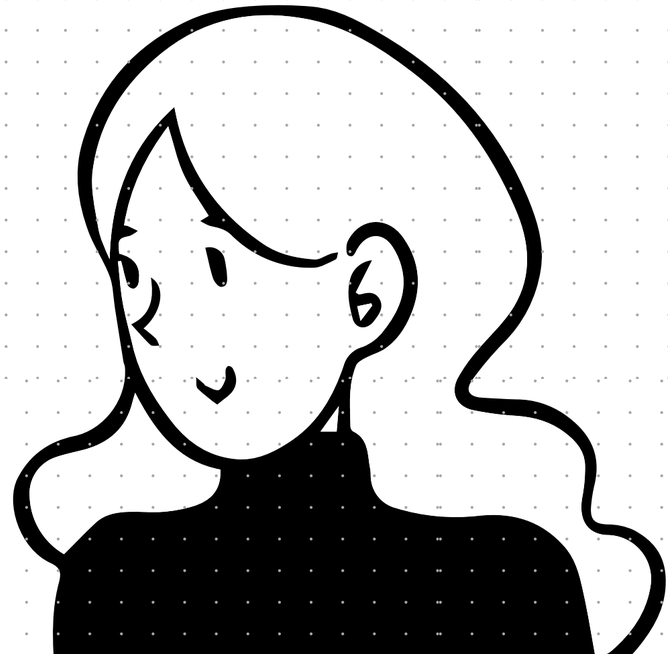
ABILITIES AND DISABILITIES AWARENESS

The second part of awareness is essential to become your own self-advocate.

- Abilities Awareness
- Disabilities Awareness

It's what makes you tick. The differences that connect your learning plan to outcomes.

Area	Level 1	Level 2	Level 3	Level 4
Abilities and Disabilities Awareness	I am not sure of what my disability is and how it affects me.	I have knowledge of my abilities and disabilities, but I do not share it with others.	I can describe my abilities and disabilities to others in my IEP meeting.	I describe my abilities and disabilities, as well as how my disability impacts me to others outside of my IEP meeting.



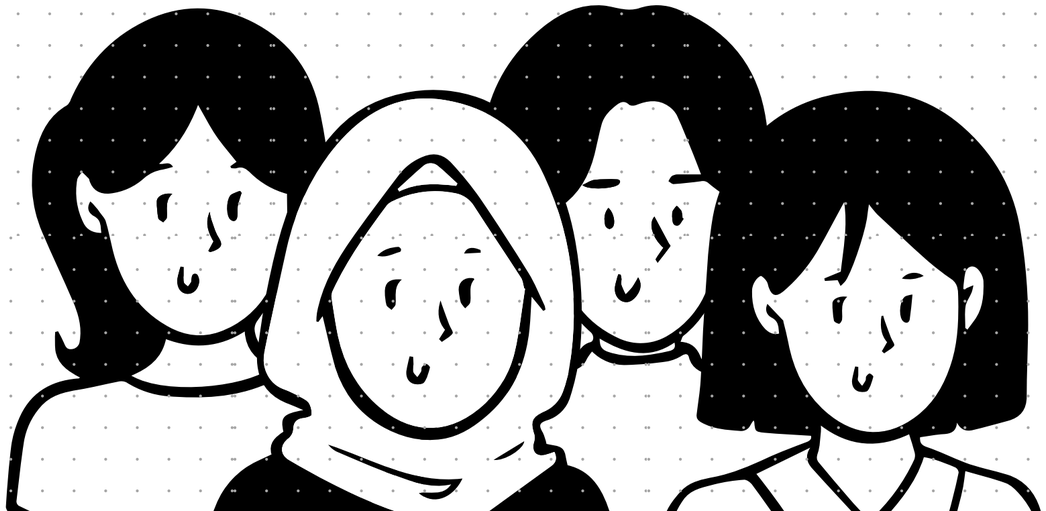
IEP PARTICIPATION

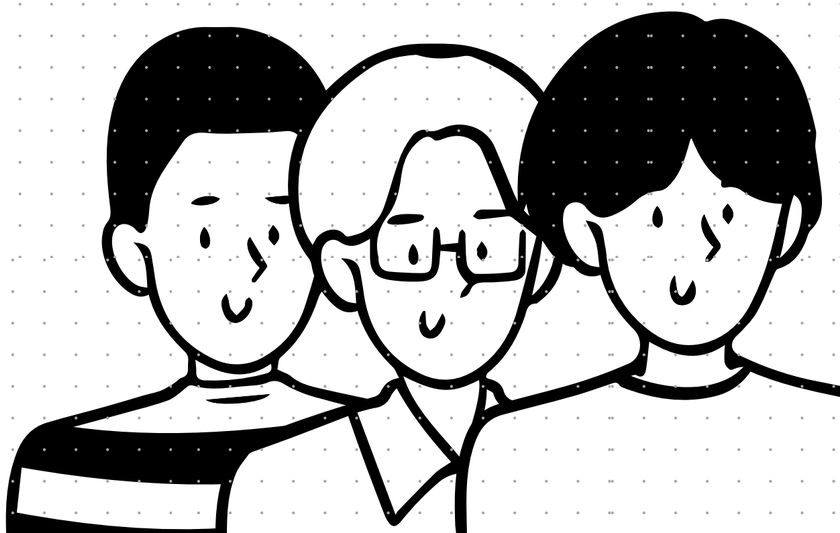
Participation in your IEP is more than showing up at the meeting and signing the form. It involves sharing information before, hearing about how assessment connects to goals. Working to identify needs and strengths and then helping your IEP manager and parents pull this all together to get to your goal.
It means working before, during and after your meeting to get to the goal you have in mind.



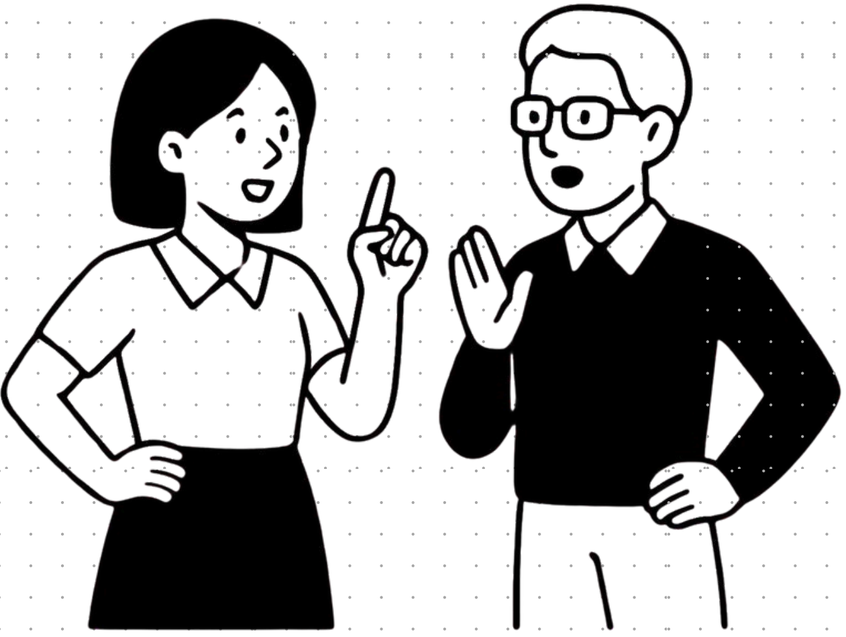
KNOWLEDGE OF IEP CONTENT AND RIGHTS AND RESPONSIBILITIES

Participation in your IEP also means knowing what is written down and what the plan for your learning is. What is going to be taught to you, what supports are in place and who is responsible for doing that. It also means knowing that you have the right to know what is in your IEP and to contribute. That comes with responsibilities too! Responsibility to do what you say you are going to do and ask for help and support to get to your goals.





SOCIAL AND COMMUNICATION SKILLS

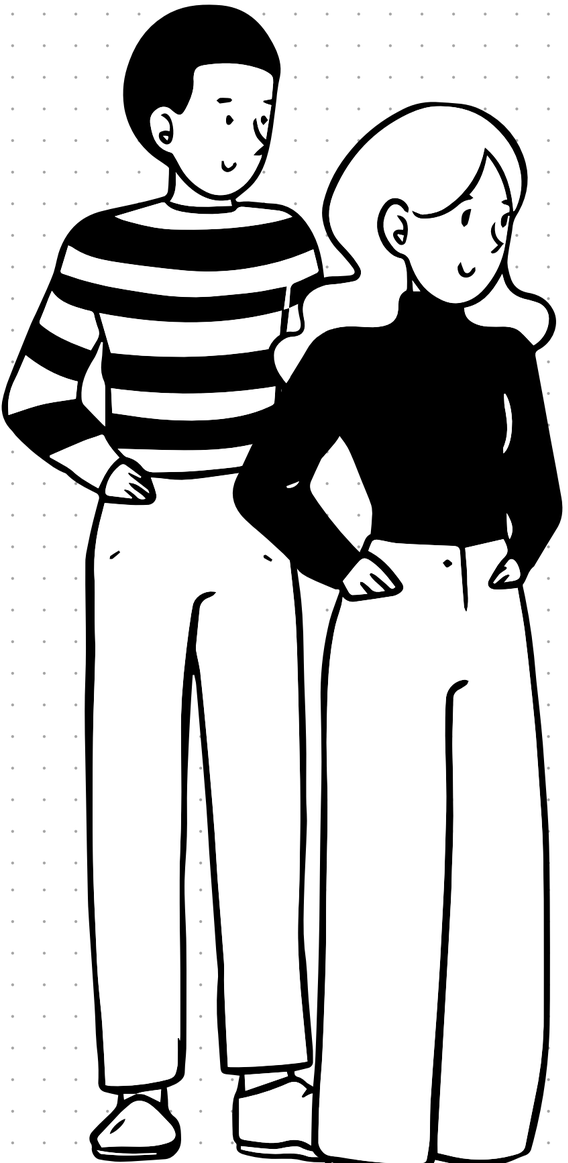


Social and communication skills are all about the way you tell about you and what you want. It is the words you use, the way you use them, the body language you bring to the process and your willingness to say what you need and want.

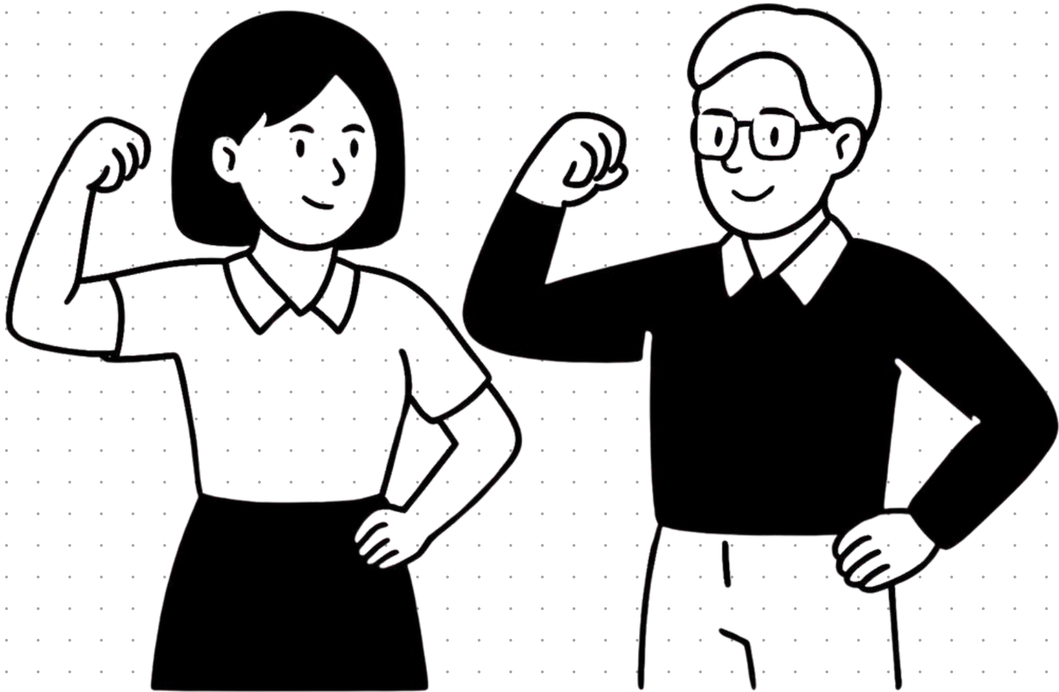
It's more than just talking though. It is all about advocating - or speaking up for yourself with your voice, assistive technology or support system.

It is also about building a team to support you. Finding those who push you just enough to grow, encourage you and ask you "what's next" is part of building a support system.

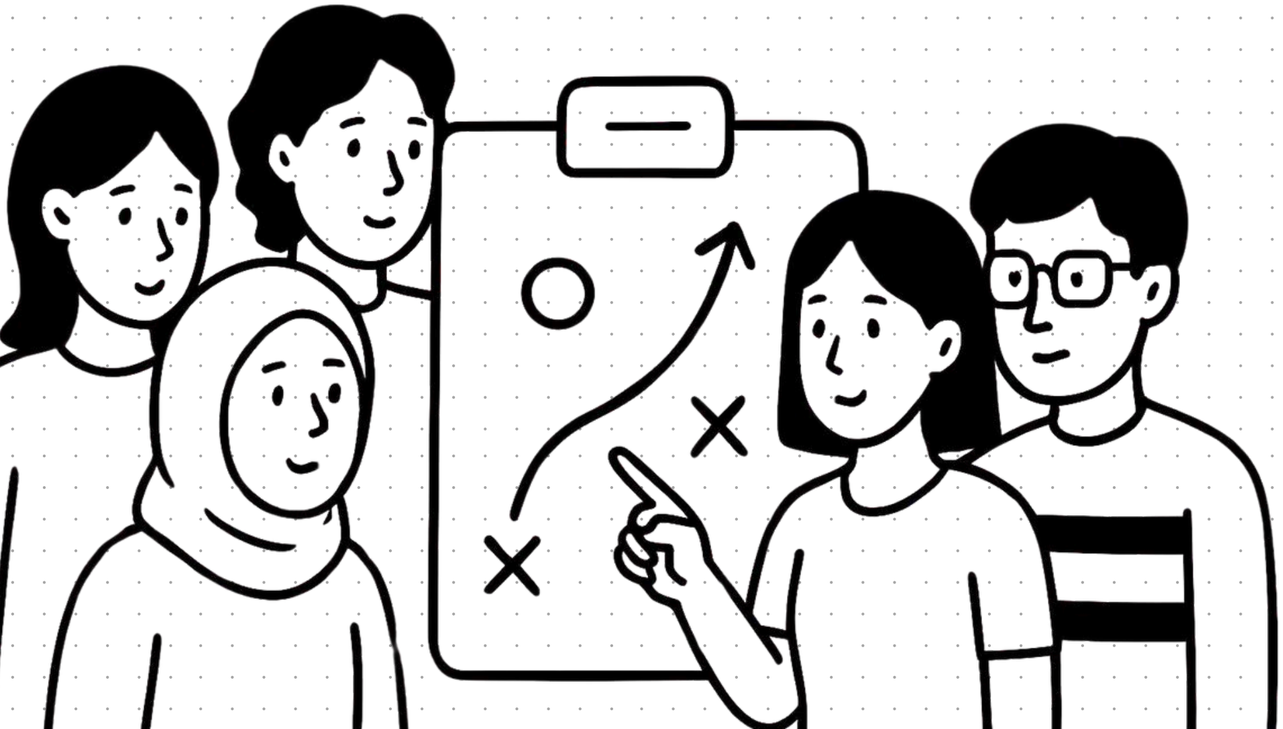
PURPOSE



Learning to speak up for yourself and understand your own goals is a skill, just like playing an instrument or a sport. You aren't expected to be an expert on day one. By being honest today and taking small steps, you're building the "advocacy muscles" you need for a successful future!



5 STEP GAMEPLAN



1. **Check Your Stats:** Look at each skill area and pick the level that honestly describes you right now. Don’t sweat it—everyone starts somewhere! You might be a "Pro" in one area and a "Newbie" in another.
2. **Do the Math:** Add up your points to see your total score. Check the "score ranges" to see which tips and questions match your current level.

5 STEP GAMEPLAN

3. **Make a Move:** Pick one thing you want to get better at. For example, if you want to understand your IEP better, plan a quick chat with your teacher to go over it.
4. **Recruit Your Team:** Share your results with your family and teachers. Let them know, “Hey, I want to work on this skill—can you help me?”
5. **Track Your Growth:** Keep this! In a year, you’ll do it again to see how much you’ve grown. Just like a sport or a video game, the more you practice these skills, the better you’ll get.



LAST BUT NOT LEAST

Your self-determination journey doesn't stop, it just adjusts and resets. That's how "adulting" works too. Knowing where you want to go, who you want to take along for the ride, and how you want to get there takes planning and practice. Be ready to adjust your journey along the way for detours and other stops. All of these steps sets you up for your future and your success!



RESOURCES

I'm Determined - https://www.imdetermined.org/

- Find tools and support to help you set goals, be heard, and reach for the stars.

Zarrow Institute - https://www.ou.edu/education/zarrow

- Find tools and support for learning more about self-determination in everyday scenarios with bell ringers and easily implemented lessons, explore the Air Self-Determination assessment, and try a demo of the transition assessment goal generator.
- Whose Future Is It Anyway?

