



+ Tonight's Class

- Initial understandings of the construct of Self-Determination, Advocacy, & Self-advocacy
- Overview of some relevant history of the disability rights movement

+ Turnitin

- Go to [Turnitin.com](https://turnitin.com)
- ☐☐ If you've never used Turnitin before, click on "Create Account" on the home-page.
- ☐☐ Next, you will need to enroll as a student in this course.
 - ☐ Class ID: 6740939
 - ☐☐ Enrollment password: **advocacy12**

+ Turnitin

- Submit an assignment
- ☐☐ You should receive a receipt via e-mail that confirms you submitted this correctly.
- ☐☐ You can view the "originality" report to determine if you need to make any revisions.
- ☐☐ Remember, you can re-submit assignments up until the due date!
- ☐☐ It's a good idea to do this ahead of time, just in case you have difficulty with submitting a paper.

+ Self-determination: has been defined in many different ways

Acting as the primary causal agent in one's life and making choices and decisions free from undue external influences or interference. (Wehmeyer, 1996)

- "a special form of self-regulation—one that is unusually effective and markedly free of external influence"

Self-determined behavior refers to volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life.

(Wehmeyer, 2005)

+ Causal agency

Individuals who act with authority or cause things to happen in their lives

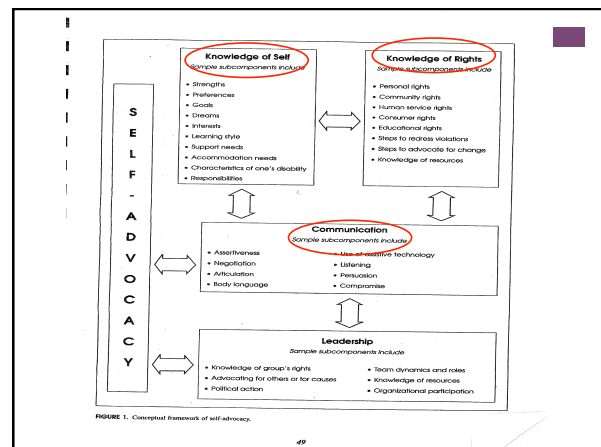
- "the action was purposeful or performed to achieve an end" (p. 177)
- To act "with intent to shape their futures or destiny" (Wehmeyer, p. 178)

Example of causal agency:

<http://www.youtube.com/watch?v=dDnrlv6Z-mM>

+ Component skills of Self-Determination

- Choice- & decision-making skills
- Problem-solving skills
- Goal-setting & attainment skills
- Independence, risk-taking, & safety skills
- Self-observation, evaluation, & reinforcement skills
- Self-instruction skills
- Self-advocacy & leadership skills



+ Improved Outcomes

- Component skills tied to improved outcomes; and a few studies in which the self-determination construct is tied to better outcomes
- ♦ Wehmeyer and Schwartz (1997)
 - Controlling for intelligence, students with higher levels of self-determination were more likely to be employed, and more likely to earn higher pay.

+ Improved Outcomes

- Wehmeyer and Palmer (2003)
 - □□ Participants with higher self-determination were more likely
 - to be employed,
 - to attain employment benefits (e.g., health insurance),
 - to live independently, &
 - to demonstrate behaviors associated with financial independence (e.g. pay for rent, utilities)

+ Valued by People with Disabilities

- □□ "... Promoting self-determination is a valued and important outcome for students with disabilities, including students with intellectual and developmental disabilities"
- □□ BUT, "students with disabilities have limited opportunities to learn skills related to self determination"
- □□ "limited, informal, unsystematic" (Mason et al., 2004)

+ Barriers

- Why do you think that students with disabilities have limited opportunities to learn these skills?
 - Some teachers think that other topics are more critical
- But, even among those who want to prioritize this, there are other barriers
 - Logistical issues—where & when is this taught?
 - Teachers don't always receive adequate training
 - Administrators don't always support this
 - deFur, 2003; Mason et al., 2004; Wehmeyer et al., 2000

+ Week 3 (9/1) NO CLASS

Week 4 (9/8):

- Meet at NM Center for Self-Advocacy. Meet and begin work with your team.
- Read Wehmeyer et al. (2011)
- Turn in your Plagiarism Certificate
- Have your Background check on file with Fieldservices in the COE.