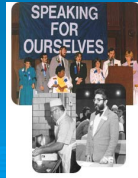


Self-Determination

Curricula

Reminders of the Importance of Self-Determination

- <http://www.aucd.org/NGSD/template/page.cfm?id=680>



Self-Determination Synthesis Project

- http://sdsp.uncc.edu/sd_curricula.asp
- Resources:
 - Literature
 - Sample/starter lesson plans
 - List of curricula
 - Links to additional resources

Self-determination

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

(Wehmeyer, 1996)

Characteristics of self-determined behavior

- Acting autonomously
- Self-regulating behavior
- Initiating/responding in a psychologically empowered manner
- Acting in a self-realizing manner

Component skills

- Choice making
- Decision making
- Problem solving
- Goal setting
- Self-observation, evaluation
- Self-awareness

Teachers who are more self-determined are better at helping their students develop these component skills. They:

- Know themselves and their students
- Value themselves – have confidence in their abilities as teachers
- Put their knowledge/beliefs into a systematic plan to teach self-determination
- Implement their plan
- Evaluate and then modify their plan as needed

This activity can help you clarify what you know about yourself and where you want to go in your own life. (You can also do this with your own students, after some discussion about goal, and can modify it for short time periods rather than for a longterm plan.

look like in 5 years.

- Quickly share your life map with your partners.
- Next, select 1 of those things you put in your 5-year plan; brainstorm with your partner as many things as you can that might lead to that goal being accomplished and write these down – put the list on the back of your paper.
- Go through the brainstorm list and mark those items that you will do to work towards that goal.
- Develop a sequence of concrete action steps using these ideas.
- Post this list on your wall at school – and go forth to attain your goal! Review at least every nine weeks to see where you are and what might need tweaking.

Summing it all up . . .

- Have high, positive expectations for all students
- Provide quality, **systematic** instruction in skills that foster self-determination, self-advocacy, & personal empowerment
- Allow frequent, meaningful opportunities for students to actively practice the component skills paired with appropriate levels of support
