

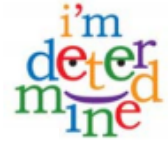


Title	Self-Determination
Created by	This activity was created using materials from the I'm Determined project, a state directed project funded by the Virginia Department of Education to instruct youth, especially youth with disabilities in the tools to help set and steer the course of their lives. ( <a href="http://www.imdetermined.org/">http://www.imdetermined.org/</a> )
Intended Audience	Parents of school age students
Materials Needed	Self Determination Parent Checklist, writing utensil for each participant, A way to show a video
Program Description	<ol style="list-style-type: none"> <li>1. Each parent should complete the self-determination parent checklist (see below). While the rating scale should remain private, each statement will be unpacked to encourage open discussion among parents</li> <li>2. Discuss the following questions - <i>Why might it be important for a child to attend their own IEP?</i> Note: The question is not asking if a child should attend, but rather asking why it might be important for a child to attend. The group leader should acknowledge concerns about involving a child in this process, but for this activity, try to focus the group on why it might be important for a child to attend their own IEP.</li> <li>3. Discuss the following question – Why is it important for a child to be able to talk about his or her disability? The group leader should acknowledge concerns about discussing disabilities but for this activity, try to focus the group on why it might be important for a child to be able to articulate his or her disability.</li> <li>4. If possible, watch the video entitle “the importance of knowing your disability” on the I’m Determined website - <a href="http://www.dev-imdetermined.org.php54-2.dfw1-2.websitetestlink.com/parents/videos/#*">http://www.dev-imdetermined.org.php54-2.dfw1-2.websitetestlink.com/parents/videos/#*</a></li> <li>5. Discuss the following tips for how to talk to youth about their disabilities: <ul style="list-style-type: none"> <li>• Focus on the person not the disability, talk about the many unique gifts the person brings to class; everyone has strengths, interests and preferences</li> <li>• Provide honest and specific feedback to youth; praise efforts and help them accept criticisms when warranted</li> <li>• Use person-first language and terms young people can understand</li> </ul> </li> <li>6. Look back at the parent checklist and as a group brainstorm ways to: <ul style="list-style-type: none"> <li>• Help young people learn to ask for help</li> <li>• Help young people know what they need, like and enjoy doing</li> <li>• Help young people learn to take care of his or her belongings</li> <li>• Help young people make good choices</li> <li>• Help parents listen and take notice when children communicate wants or needs</li> </ul> </li> <li>7. End by watching the “self determination video” on the I’m Determined website - <a href="http://www.imdetermined.org/youth/videos/">http://www.imdetermined.org/youth/videos/</a></li> </ol>

# Disability Inclusion

The Jewish Federation  
**MAKE IT YOURS**

## Self Determination Parent Check list



Use the following scale to rate the statements below:

3 = almost always/most of the time

2 = sometimes

1 = rarely or never

0 = not observed

Rating				
3	2	1	0	My child attends his/her IEP Meetings.
3	2	1	0	At school, teachers listen to my child when he/she talks about what he/she wants or needs.
3	2	1	0	At home, I listen to my child when he/she talks about his/her wants or needs.
3	2	1	0	My child asks for help when he/she needs it.
3	2	1	0	My child knows what he/she needs, likes and enjoys doing.
3	2	1	0	My child tells others what he/she needs, likes and enjoys doing.
3	2	1	0	My child takes care of his/her things (pets, clothes, toys).
3	2	1	0	My child makes friends with others his/her age.
3	2	1	0	My child makes good choices.
3	2	1	0	My child believes that working hard at school will help him/her to get good grades.