

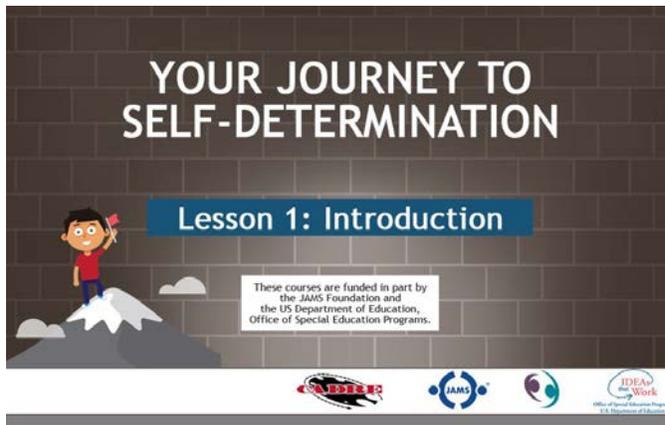
Your Journey to Self-Determination

Course 1: Your Journey to Self-Determination

Lessons 1-4

Lesson 1

Slide 1



Narrator

This is the first lesson in Your Journey to Self-Determination course. By the end of the course, you will find out what it takes to have greater say in your life and why that's important.

Slide 2

Narrator

Do you want greater say about what happens in your life? Ah, I can tell that you do.

Maybe you're like me and are always hungry right after school. You get home from school and go straight to the kitchen to find something to eat. You look in all the usual places, only to see that you don't like what you find. You're completely bummed... you were hoping to find your favorite snacks.

So, what could you do to make sure your favorite snacks are there when you get home next time?



Slide 3

Narrator

Knowing what you want and asking your mom or dad to buy those snacks are critical first steps. You may also find it helpful to provide information for why you want those snacks. For example, “They give me the energy I need to tackle my homework.” Or better yet, “The growling of my stomach is a huge distraction when I am trying to focus on my homework.” You get the idea.

Slide 4



Narrator

You might not always get what you want, but your chances improve when you: know what you want; tell others what you want and why, and ask for support when needed.

Slide 5

Narrator

What about school? Do you want to have greater say in your education?

One way to do this is by sharing your thoughts about how you learn best. For example, maybe your dad wants you to get started on your homework right after school. You, on the other hand, just want some time to relax before starting on your homework.

What would you do or say to make this happen?

[A. Do my own thing anyway.](#)

[B. Tell my dad, I'll do it later.](#)

[C. Tell my dad that I need a break but I can start on my homework in about an hour.](#)

Slide 5 Responses

Option A. (Do my own thing anyway.)

So, you've ended up with a few minutes to yourself and are texting with some of your friends when your dad barges in your room and tells you once again to get started on your homework. He also takes your phone... This doesn't seem to be working out very well for you. You don't know when you'll be getting your phone back.

[Continue](#)

Option B. (Tell my dad, I'll do it later.)

Your dad responds that you should begin working on it right away so that you have plenty of time to get it all done. You're right back to where you started.

[Continue](#)

Option C. (Tell my dad that I need a break but I can start on my homework in about an hour.)

Your dad says o.k. You start working on your homework in an hour and find that you've more energy now. You're able to get it all done.

[Continue](#)

Slide 6

Narrator

Just like before: know how you learn and work best, tell what you want and why, and ask for support when needed.

Here are some examples of what you could say if you find yourself needing some time to relax right after school and your dad wants you to get started on your homework right away.

First, tell him what you want and why. For example, you could say, "Can I have some free time to just chill right after school? I can get started on my homework in about an hour." Or maybe, "I can't seem to focus right when I get home... I'm hungry and mentally drained."

Next, ask for support if needed. For example, you could ask, "Could you help keep things quiet while I'm working on it?"

Slide 7

Narrator

It takes time to figure out what you want and to develop the skills you need to reach your goals. These courses and a LOT of practice can help you.

Slide 8

You've completed your first lesson in the *Your Journey to Self-Determination* course.

Lesson 2

Slide 1

Narrator

In this second lesson, we'll go over what you need to know and be able to do in order to have greater say in your life.

Slide 2



Narrator

People think about learning something new in different ways. What about you? What's your attitude about learning something new?

[A. If I don't get it right away, I won't be able to ever get.](#)

[B. I know I'll eventually get it if I keep trying.](#)

[C. If it looks too hard, I'm not going to even try.](#)

Slide 2 Responses

Option A. (If I don't get it right away, I won't be able to ever get.)

It might be hard to sometimes see yourself doing a new skill, but most skills require a lot of practice. This means making mistakes along the way.

[Continue](#)

Option B. (I know I'll eventually get it if I keep trying.)

It looks like you have a "can do" attitude. This is really important for learning any new skill.

[Continue](#)

Option C. (If it looks too hard, I'm not going to even try.)

It might be hard to sometimes see yourself doing a new skill, but most skills require a lot of practice. You won't know if you can do something if you never try. It's okay if you make mistakes along the way. That's what learning is all about. Try and try again. And then try some more until you get it.

[Continue](#)

Slide 3

Narrator

Having greater say in your life begins with believing that you can develop the knowledge and skills needed to impact your life in a positive way. You may not have all the knowledge and skills yet, but you can get them. A "can do" attitude will go a long way in helping you meet your goals. A big part of learning is taking on new challenges and making mistakes. As long as you keep trying, you will be able to learn and do more.

Slide 4



Narrator

One of the first steps to having greater say in what happens in your life is becoming self-aware. Self-awareness is about understanding yourself. Part of this is discovering your interests and preferences. Your interests include what you like to spend your time on and what you enjoy learning more about. Your preferences are how you like to do something.

It's also good to know your strengths and challenges. We all have things that we do well and we all have activities that we find especially challenging.

Slides 5-8

Narrator

Here's your first challenge. Select the category that fits the example best.

- Jose enjoys cooking for his family.
[A. Interests](#) [B. Challenges](#) [C. Preferences](#) [D. Strengths](#)
- Gabby likes to have a quiet place to study.
[A. Interests](#) [B. Challenges](#) [C. Preferences](#) [D. Strengths](#)
- David has a difficult time paying attention in class.
[A. Interests](#) [B. Challenges](#) [C. Preferences](#) [D. Strengths](#)
- Lexi is a fantastic singer.
[A. Interests](#) [B. Challenges](#) [C. Preferences](#) [D. Strengths](#)

Slides 5-8 Responses

1. Jose enjoys cooking for his family.

Response to Option A. (Interests)-

Correct, way to go! [Continue](#).

Response to Option B. (Challenges)-

No, it's not challenges. [Continue](#).

Response to Option C. (Preferences)-

No, it's not preferences. [Continue](#).

Response to Option D. (Strengths)-

No, it's not strengths. [Continue](#).

2. Gabby likes to have a quiet place to study.

Response to Option A. (Interests)-

No, it's not interests. [Continue](#).

Response to Option B. (Challenges)-

No, it's not challenges. [Continue](#).

Response to Option C. (Preferences)-

Correct, way to go! [Continue](#).

Response to Option D. (Strengths)-

No, it's not strengths. [Continue](#).

3. David has a difficult time paying attention in class.

Response to Option A. (Interests)-

No, it's not interests. [Continue](#).

Response to Option B. (Challenges)-

Correct, way to go! [Continue](#).

Response to Option C. (Preferences)-

No, it's not preferences. [Continue](#).

Response to Option D. (Strengths)-

No, it's not strengths. [Continue](#).

4. Lexi is a fantastic singer.

Response to Option A. (Interests)-

No, it's not interests. [Continue](#).

Response to Option B. (Challenges)-

No, it's not challenges. [Continue](#).

Response to Option C. (Preferences)-

No, it's not preferences. [Continue](#).

Response to Option D. (Strengths)-

Correct, way to go! [Continue](#).

Slide 9

Narrator

Still trying to figure out what you are interested in? How you learn best? What you're good at and what supports you need to meet your goals? You are not alone. Most students are still working on this.

It can take a quite a while to fully understand yourself. And to top that off, your interests, preferences, strengths, and challenges often change over time. The good news is you're already leaving a number of clues. Pay attention to: how you feel during activities; and what you spend a lot of time doing.

Slide 10

Narrator

One of the greatest tools you have is your positive relationships with others. Who are some of the people you can get support from when you need it?

Slide 11

Narrator

When learning new skills or facing challenging problems, it can be really helpful to keep these people in mind. They can help you practice new skills, offer words of encouragement, give feedback, and offer some possible solutions.

Slide 12



Narrator

In order to have greater say over your educational planning, you need to know about your options and what resources are available in your community. Let's take a look at Gabby and see how knowing her options and some of the resources in her community will help her reach her goals. Gabby has a big research paper due at the end of the month in Social Studies and she's stressed out. She's not even sure what her topic is going to be at this point and this isn't the only thing on her plate. She needs a quiet place to focus and that isn't so easy in her house with all of her brothers and sisters running around. She turns to her mom for support.

Gabby

I don't know how I'm going to get this Social Studies research paper done along with all of my other homework. I have so much to do and I can't focus here to work on it.

Mom

Maybe you can work on your dad's laptop at the kitchen table after your brothers and sisters go to sleep.

Gabby

I'm going to be pretty wiped by then and I'm not sure how much I'll be able to focus if I'm tired. Can't you take them somewhere or make them play outside for a couple of hours after school?

Mom

Maybe we can do that sometimes but I don't think it would be possible on a regular basis. You could go to Great Aunt Marlene's and try to get some work done there.

Gabby

Great Aunt Marlene's? I'm not sure that would really work. She would be coming in to check on me every 10 minutes. *[Pause]* Maybe I can stay longer at school and work in the computer. I could also maybe go to the library... I think they have computers I could work on.

Mom

It sounds like you have a few options that might work.

Narrator

It looks like Gabby and her mom were able to come up with several possible solutions to her problem and even came up with a few resources in the community. This is a great first step for Gabby.

Slide 13**Narrator**

There are multiple ways in which people think about problems and solutions. This is why we often come up with the best solutions when we are working with others. Working with others can also create some challenges. Sometimes we get stuck on what we want and don't try to understand the other person's point of view. Instead, we should listen for understanding and focus on why someone wants something. When we do this, we are more likely to come up with a solution that works for everyone.

Slide 14**Narrator**

Life is full of challenges and conflicts. Think about a time when you've experienced a conflict that you didn't handle in the best way. Don't worry, we've all been there and probably would like to forget about those times. But poor management of high emotions and conflicts can become barriers to meeting your goals. At the end of this series, you will have a better understanding of the strategies that can help you manage your emotions and work through conflicts successfully.

Slide 15

You've completed your second lesson of the *Your Journey to Self-Determination* course.

Lesson 3 (Students With IEPs)**Slide 1****Narrator**

This third lesson is for students with Individualized Education Programs, also known as IEPs. If you don't have an IEP, you can skip this lesson. If you're not sure, ask your parent or guardian.

[Continue lesson](#)

[Skip lesson](#)

Slide 2

Narrator

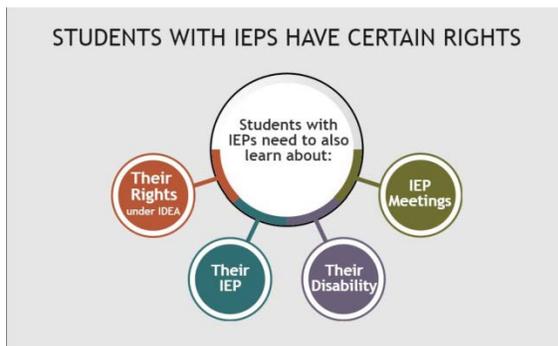
Everyone you meet has different strengths and abilities. Some people are really great at sports, or can play an instrument really well. Others can write interesting stories, or tell funny jokes. No one is great at everything, and everyone has experienced something that has been challenging for them.

Slide 3

Narrator

The IEP is a written plan that shows what supports will be provided to a student with a disability. Just like people, no two IEPs are alike. They are a reflection of the person it is written for, and include areas of strength, and areas that are a challenge.

Slide 4



Narrator

Students with IEPs have certain rights under a law called the Individuals with Disabilities Education Act, also known as IDEA. In order for students with disabilities to take a more active role in their educational planning, it is important for them to learn about:

- [their rights under IDEA;](#)
- [what is in their current IEP;](#)
- [how their disability impacts them and what accommodations and services are possible;](#) and
- [when and where their IEP meetings will be held, who will be there, and what will be discussed.](#)

Be sure to select each area to learn more about them.

Slide 4 (Learn More)

Their rights under IDEA - You have the right to receive the accommodations and services outlined in your current IEP. Accommodations are the supports that you need to help you learn. These can be anything from extra time to take a test to a tablet that helps you stay organized.

[Go back](#)

[Continue](#)

What is in their current IEP - Have you seen your current IEP? If not, ask your teacher or parent to go over your current IEP with you.

[Go back](#)

[Continue](#)

How their disability impacts them - When you look at your current IEP, you will find information about your disability and how it impacts your learning. Many students find this information very helpful when they are trying to advocate for needed supports. You may want to do some additional research and ask a trusted adult who knows about your disability.

[Go back](#)

[Continue](#)

Their IEP meetings - IEP teams meet at least once a year and determine the accommodations and services that will be included in your IEP. These meetings are a great opportunity to have more say in your educational planning.

[Go back](#)

[Continue](#)

Slide 5



Narrator

As a student with a disability, understanding your IEP is really important. So let's start with the basics.

Your basic identification information is included; you know the usual... name, date of birth and all that. Every IEP will also show your areas of strength and the areas that are a challenge for you at school. You may find information like grades, and test scores, as well as information about your behavior, personality, and work habits. The areas that are a challenge for you become the focus of the IEP, but only so that the team can figure out how best to help you overcome your challenges. The next part of the IEP is the goal section. Goals are written by the team to target the areas that you are going to focus on improving within one year. To help you reach your goals, the IEP also contains services and supports. This section says what the school is going to do to help you - it can be as simple as giving you extra time to complete your work, or extra time with a teacher.

Do you know what's in your IEP? Try to answer the question the best you can. If you aren't sure, be sure to ask your parent or teacher when you finish this lesson.

Slides 6-9



Narrator

We've covered a lot of information. Now let's see what you remember.

1. What is an IEP for?
 - A. [To show what supports will be provided to a student with a disability](#)
 - B. [To show the classroom rules that all students must follow](#)
 - C. [To show what lessons the teacher will teach](#)

2. What should a student with an IEP know if they want to have more say about their educational planning?
 - A. [Exactly what he wants to do after he graduates and how he will do it](#)
 - B. [Nothing](#)
 - C. [His rights under IDEA, what's in his IEP, what his disability is and how it impacts his learning, and information about his next IEP meeting](#)

3. What type of information is included in your IEP?
 - A. [Where you want to go to college](#)
 - B. [Information about you, including your strengths and challenges, goals for the year, and the supports and services you will be provided](#)
 - C. [How you spend your time after school](#)

Slides 7-9 (Responses)

1. What is an IEP for?

Response for Option A. (To show what supports will be provided to a student with a disability)-

Correct. Your IEP is an Individualized Education Program that is written just for you. It shows what supports will be provided to you.

[Continue](#)

Response for Option B. (To show the classroom rules that all students must follow)-

Incorrect. Your IEP is an Individualized Education Program that is written just for you. It shows what supports you will be provided.

[Continue](#)

Response for Option C. (To show what lessons the teacher will teach)-

Incorrect. Your IEP is an Individualized Education Program that is written just for you. It shows what supports you will be provided.

[Continue](#)

2. What should a student with an IEP know if they want to have more say about their educational planning?

Response for Option A. (Exactly what he wants to do after he graduates and how he will do it)-

Incorrect. As a student with an IEP, it is important to know about your rights under IDEA, your disability and how it impacts your learning, the supports and services that are included in your IEP, and information about your next IEP meeting.

[Continue](#)

Response for Option B. (Nothing)-

Incorrect. As a student with an IEP, it is important to know about your rights under IDEA, your disability and how it impacts your learning, the supports and services that are included in your IEP, and information about your next IEP meeting.

[Continue](#)

Response for Option C. (His rights under IDEA, what's in his IEP, what his disability is and how it impacts his learning, and information about his next IEP meeting)-

Correct. As a student with an IEP, it is important to know about your rights under IDEA, your disability and how it impacts your learning, the supports and services that are included in your IEP, and information about your next IEP meeting.

[Continue](#)

3. What type of information is included in your IEP?

Response for Option A. (Where you want to go to college)-

Incorrect. Your IEP should include information about you, including your strengths and challenges, goals for the year, and the supports and services you will be provided.

[Continue](#)

Response for Option B. (Information about you, including your strengths and challenges, goals for the year, and the supports and services you will be provided)-

Correct. Your IEP should include information about you, including your strengths and challenges, goals for the year, and the supports and services you will be provided.

[Continue](#)

Response for Option C. (How you spend your time after school)-

Incorrect. Your IEP should include information about you, including your strengths and challenges, goals for the year, and the supports and services you will be provided.

[Continue](#)

Slide 10

Narrator

Your IEP is written by your IEP team. This team is just like any other team. Picture a basketball team, you have a coach and the players, and they all work together to win the game. This is exactly like your IEP team, and you are the MVP. There are rules about who has to be on your team, but as the MVP, you can bring as many cheerleaders as you want. You will likely see at least one of your parents or guardians, a general education teacher, a special education teacher, and someone who is able to look at all your school information and explain it to other members. Depending on what you need, other participants may be included. Every meeting has a person whose job is to guide the conversation. This person is often called a facilitator and may be your special education teacher or some other member of the team. One day, it could even be you.

What about your IEP team? Do you know who's on it?

Slide 11



Narrator

Now that you know who the key players are, let's review the purpose of IEP meetings. Every IEP must be reviewed by the IEP team at least once every year. At the meetings, your goals will be discussed and the team will determine if the services and supports in your IEP are helping you.

IEP meetings can be scheduled anytime a team member requests ones. If you are struggling at school with your work or behavior, the team may want to meet again to make sure you are getting all of the support you need.

Slide 12

Narrator

Ok, you are well on your way to having a better understanding of your IEP. Before we keep going, see if you can find the *one* myth in this myth buster activity.

1. [My teacher decides the goals and services I get in my IEP.](#)
2. [IEP teams must have certain members.](#)
3. [IEP meetings take place at least once a year.](#)
4. [I am a member of my IEP team.](#)
5. [There is a section of the IEP that includes your goals.](#)
6. [IEP stands for Individualized Education Program.](#)

Slide 12 Responses

1. **My teacher decides the goals and services I get in my IEP.**

Congratulations! You found the myth. Your IEP team decides what goals and services you get in your IEP and you are a member of your IEP team. IEP teams must have certain members.

[Continue](#)

2. **IEP teams must have certain members.**

This statement is true. [Try again.](#)

3. **IEP meetings take place at least once a year.**

This statement is true. [Try again.](#)

4. **I am a member of my IEP team.**

This statement is true. [Try again.](#)

5. **There is a section of the IEP that includes your goals.**

This statement is true. [Try again.](#)

6. **IEP stands for Individualized Education Program.**

This statement is true. [Try again.](#)

Slide 13

You've completed your third lesson in the *Your Journey to Self-Determination* course.

Lesson 4

Slide 1

Narrator

In this lesson, we'll show what it means to become self-determined and why it matters.

Slide 2

Narrator

Self-determination is all about the positive attitude and skills you need to have greater say in your life. People with self-determination know their interests, strengths, and needs and can share them with

others. They set goals and make plans to reach those goals. They also understand that sometimes they might need extra support from people but they are the key driver in what happens in their lives.

Slide 3



Select each person to learn more about what self-determination means to them.

[Lexi](#)- Hi I'm Lexi. Self-determination has helped me get a job and an apartment.

[David](#)- Hey, I'm David. Because I'm the one setting my own goals, I'm more motivated to do the work.

[Brian](#)- Hi, I'm Brian. My dreams are big... I know that I can be successful because of the attitude and skills I have.

[Continue](#)

Slide 3 (Learn More)

Lexi- Self-determination has allowed me to take classes at a community college, get a job as an event planner, live in my own apartment, pay my bills and put a little into savings each month. I still have adults in my life that help support me when needed. For example, my car broke down and I didn't have the money to fix it. My aunt, mom, and I came up with a number of possible solutions and I picked the one that would work best for me. Although I'm doing what I love and I'm proud of what I've done so far, I have more dreams and have new goals to reach. I couldn't do this if I didn't have the attitude and skills needed for self-determination.

[Go back](#)

[Continue](#)

David- For a long time, I wasn't motivated to learn how to read better but then I discovered acting. When I act out scenes from different movies, people are always telling me how great I am. In order to audition for parts, I need to be able to read scripts well. A lot of the goals I set for myself are about improving my reading. Because I'm the one setting my goals and the goals are related to my dream of

being an actor, I'm much more motivated to do the work needed to improve and reach my goals. I'm working at becoming more self-determined.

[Go back](#)

[Continue](#)

Brian- Self-determination has allowed me to speak up during meetings and plan my future around my interests and dreams. My parents would like for me to live at home and get a job I can walk to. I want to do so much more. My dreams are big... I want to travel and blog about what it's like as a deaf person to travel across the country and give tips to other people with disabilities. I know that I can be successful because of the attitude and skills I've gained along the way. I am self-determined.

[Go back](#)

[Continue](#)

Slide 4



Narrator

Still not sure if you want to become self-determined... check this out.

Self-determination is important for all people, including people with disabilities. Research shows that students who are more self-determined have greater responsibility and control over their lives; and are more motivated to work towards goals that they set for themselves.

They are also more likely to live outside the family home, have a savings and checking account, be employed; and are likely to earn more money than their peers who are not self-determined.

Slide 5

Narrator

Now, let's bust some myths about self-determination. Can you find the *three* myths in this myth buster activity?

1. [I can become self-determined.](#)

2. [After completing these modules, I will be self-determined.](#)
3. [Self-determination means acting in a positive way to make things happen.](#)
4. [A self-determined person never needs others to support them.](#)
5. [Self-determination is important for everyone.](#)
6. [Adults should set my goals for me.](#)

Slide 5 Responses

1. **I can become self-determined.**

This statement is true. [Try again.](#)

2. **After completing these modules, I will be self-determined.**

Congratulations! This is a myth. Self-determination takes a lot of practice and is a journey.

[Go back to select another myth](#)

[Continue](#)

3. **Self-determination means acting in a positive way to make things happen.**

This statement is true. [Try again.](#)

4. **A self-determined person never needs others to support them.**

Congratulations! This is a myth. A self-determined person knows that their relationships with others are really important. They turn to them for support when needed.

[Go back to select another myth](#)

[Continue](#)

5. **Self-determination is important for everyone.**

This statement is true. [Try again.](#)

6. **Adults should set my goals for me.**

Congratulations! This is a myth. Although adults are often involved in setting IEP goals, you should have a lot of input on setting your goals.

[Go back to select another myth](#)

[Continue](#)

Slide 6

You've completed your fourth lesson of the *Your Journey to Self-Determination* course.