Supporting Self-Determination in Your Everyday Work

- Choice Making
- Decision Making
- Goal Setting
- Problem Solving
Introductions

• Introduce yourself to someone seated near you and tell that person two things:

  1. What you want to learn about self-determination today?

  2. One fact you already know about self-determination
Today’s Training

• What is self-determination?
• Why does it matter?
• Exploring 4 aspects of self-determination:
  ▪ Choice making
  ▪ Decision making
  ▪ Goal setting
  ▪ Problem solving
• How can you promote self-determination in the individuals you support?
What is Self-Determination?

• Self-determination is the ability for people to:
  – Control their lives
  – Set and reach goals
  – Take part fully in the world around them
• The right to self-determination includes individuals with all types of disabilities.

Source: Center on Self-Determination, Oregon Institute on Disability
Why Does it Matter?

• Research shows that self-determination is strongly associated with improved outcomes such as integrated employment, independent living and community participation.

• Parents and support providers of people with disabilities need to actively work to help them develop the skills of self-determination throughout the lifespan and provide lots of opportunities to practice these skills.
Discussion: Self-Determination

• Growing up in your family, how were you encouraged/discouraged from being in charge of your own life?

• Reflect and then share with someone sitting near you.
Debrief: Self-Determination

• How have your own experiences with self-determination shaped the course of your life?

• What do you think are some commonly held beliefs about self-determination and individuals who have disabilities?
Self-Determination Skill: Choice Making

- Providing opportunities for a person with disabilities to make meaningful choices that impact his/her daily life is the first step towards self-determination.
- For our conversations and exercises today, please focus on one specific individual whom you support.
Discussion: Choice Making

• List all the choices that you made today from the time you got up until you left your home.

• Share with another group member.
Debrief: Choice Making

• What was the most important choice for you?

• What if someone else made a different choice for you – how would you feel?

• Think about an individual you support - What choices does he/she make in his/her morning routine?
Self-Determination Skill: Decision Making

• Decision making involves knowing about the options available, weighing the consequences of each option, and deciding your action.
Discussion: Decision Making

• What was the first big decision you made in your life?
• How did you arrive at that decision?
• How were you supported/who helped you?
• What was the outcome?
Debrief: Decision Making

• What key decisions have shaped your life?

• What decisions does the person you work with currently make?
Self-Determination Skill: Problem Solving

• Problem solving involves responding to challenges and creating solutions.

• It is the basis for all learning and allows people to have control and feel more capable and independent.
Discussion: Problem Solving

- Think about a recent problem you had to solve?
- How did you approach it?
- What was the outcome? How did you feel?
- Think of a recent problem that the individual you support encountered – did he/she solve that problem or did someone else step in?
- How can this person be supported to solve problems of every day life?
Self-Determination Skill: Goal Setting

• Learning how to set goals creates structure – a roadmap to get from where you are now to where you want to be in the future.
Discussion: Goal Setting

- Growing up, what were some of the goals that you set for yourself?
- How did you go about achieving those goals?
- Did your family have the same goals for you or different ones?
Debrief: Goal Setting

• Think back to your early childhood, what were some of the earliest goals you set for yourself?

• What is a goal that your focus person is currently working on at home or in school?
Self-Determined Learning Model for Goal Setting – 12 Step Guide

Phase 1 – Setting the Goal

1. What do I want to learn or be able to do?
2. What do I know about it now?
3. What must change for me to learn what I don’t know or do what I haven’t done?
4. What can I do to make this change happen?
Self-Determined Learning Model for Goal Setting – 12 Step Guide

Phase 2 – Taking Action

5. What can I do to learn what I don’t know (or do what I haven’t done)?
6. What could keep me from taking action?
7. What could I do to remove these barriers (the things that stop me)?
8. When will I take action?
Phase 3 – Adjust the Goal or Plan

9. What actions have I taken?
10. What barriers or problems have been removed?
11. What has changed about what I know or can do?
12. Have I met my goal?
Ready for Action!

- Identify one new opportunity you can offer for choice making to the person you support.
- Identify one new opportunity for decision making for the person you support.
- Identify one small problem that you can support your person to solve.
- Identify one goal that is important to the person you support that he/she can start working on.
Remember:

• Start small and build over time.

• Stop and think in every-day situations – is this an opportunity to teach a skill of self-determination?

• Individuals who live with a disability often see their own potential through the vision of their parents and support staff – set high expectations!