

# Self-Determination is Citizenship Education for Students with Disabilities



Radford University T/TAC

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Teacher(s): Minarik

Time: 4:00 p.m.

# The Session Organizer

Student: NCSS Participants

Course Dates: November 2007

## ○ This Session: Self-Determination is Citizenship Education for Students with Disabilities

is  
about

providing educators with tools and resources to help students with disabilities advocate for themselves and become productive, participatory citizens in a democratic society.

### ○ Session Questions:

1. How can social studies education teach self-advocacy skills and promote self-determination?
2. Why use an instructional routine such as Concept Mastery to develop self-determined behaviors?
3. How are the seven basic citizenship competencies connected to self-advocacy and self-determination?
4. Why should educators encourage greater student involvement in the IEP process?
5. Why is the Frame a useful tool for teaching self-determination?
6. What will I do differently as a result of this session?

## ○ For More Information

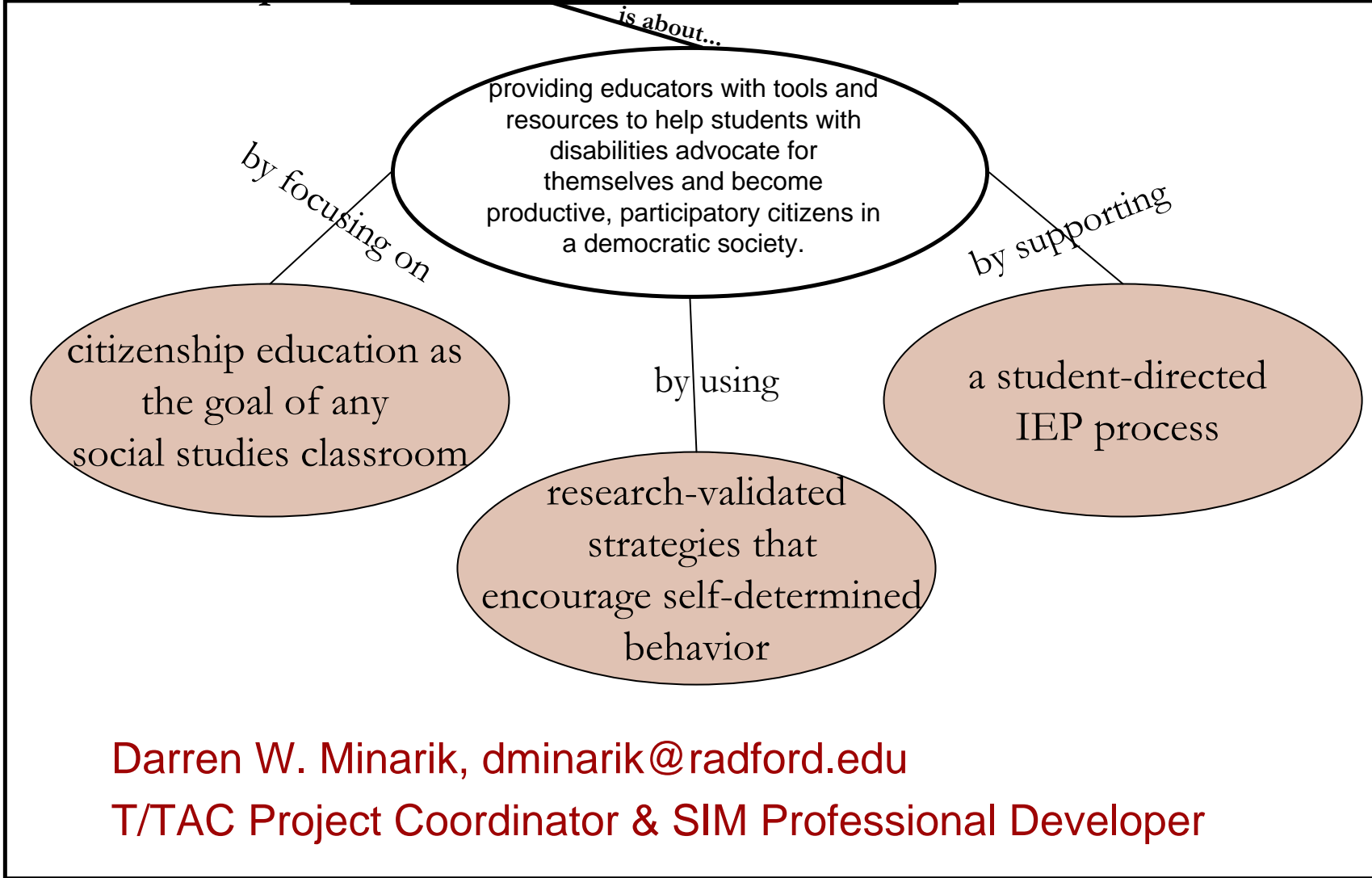
### Some Web Sites to Help You Out!

1. This Presentation Online: [www.radford.edu/~dminarik/pd.htm](http://www.radford.edu/~dminarik/pd.htm)
2. T/TAC Bulletin: [www.ttac.vt.edu/newsletters/newsletter13n4.pdf](http://www.ttac.vt.edu/newsletters/newsletter13n4.pdf)
3. Edwin Ellis Graphic Organizers [www.graphicorganizers.com/](http://www.graphicorganizers.com/)
4. Zigawhat! Web site for learning, connecting, growing, coping, and fun for young people with disabilities and their peers. [www.nichcy.org/kids/index.htm](http://www.nichcy.org/kids/index.htm)
5. A Student's Guide to the IEP: [www.nichcy.org/pubs/stuguide/st1.pdf](http://www.nichcy.org/pubs/stuguide/st1.pdf)
6. University of Kansas Center for Research on Learning Strategic Instruction Model (Information on the Framing Routine, Possible Selves and the Self-Advocacy Strategy): [www.kucrl.org/sim/index.html](http://www.kucrl.org/sim/index.html)
7. Student-led IEPs: [www.studentledieps.org/](http://www.studentledieps.org/)
8. Youthhood: [www.youthhood.org/](http://www.youthhood.org/)



Self-Determination is Citizenship  
Education for Students with  
Disabilities

Session Map



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T/TAC Project Coordinator & SIM Professional Developer



# Ability Awareness

“Our democracy is based on the values of equality, individual worth, and the rights of every citizen to participate in and contribute meaningfully to society. The Individuals with Disabilities Education Act has helped all Americans recognize the rights and capabilities of people with disabilities, and our society is stronger for it.”



# What is Self-Determination?

- **Self-Determination** refers to both the right and the capacity of individuals to exert control over and direct their lives.
- **Self-Determined Behaviors** are voluntary actions that enable a person to make choices and decisions to improve his or her quality of life.

– Wehmeyer, 2004



# Components of Self-Determination Include. . .

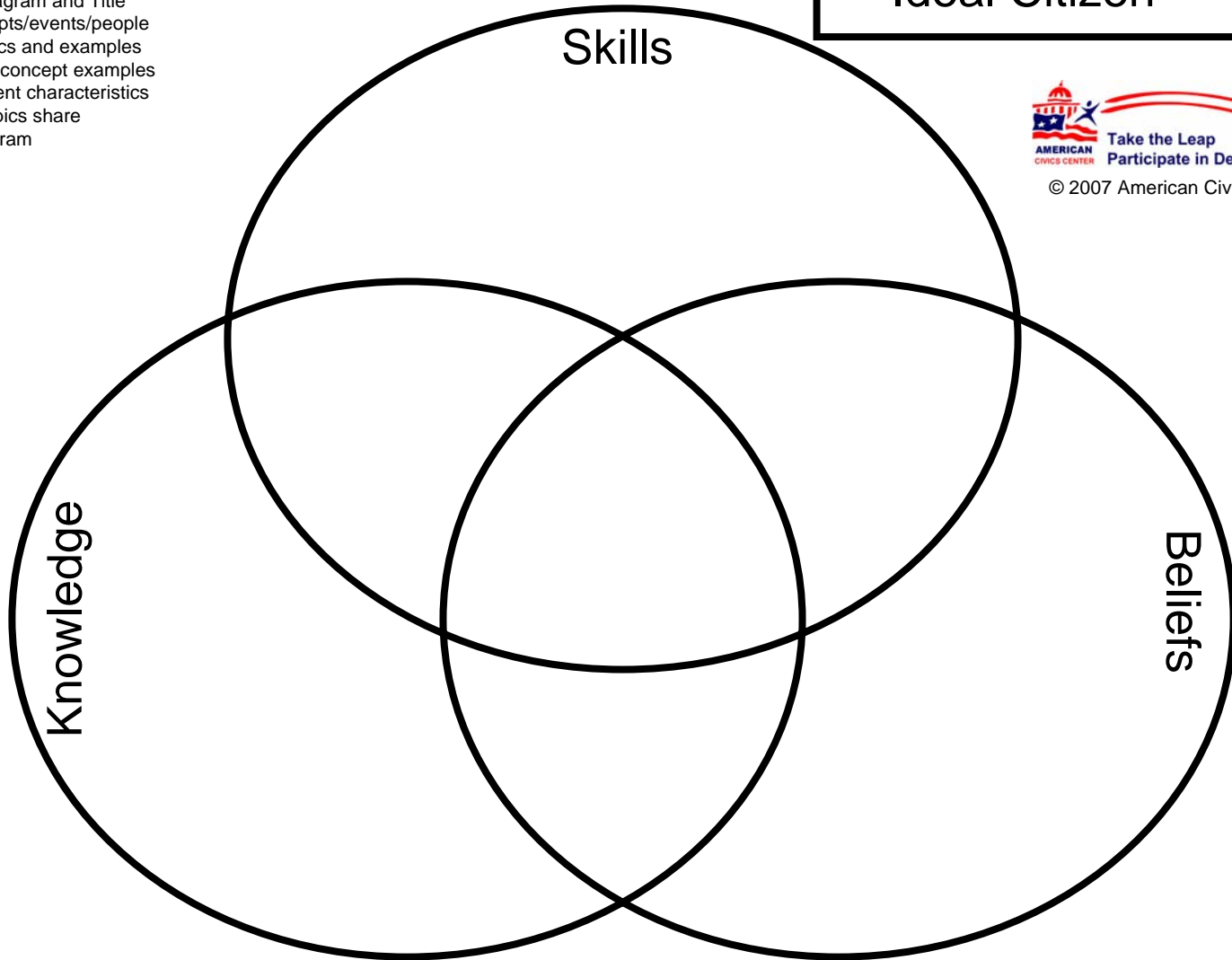
- Choice making
- Decision making
- Problem solving
- Goal setting and attainment
- Self-regulation
- Self-instruction
- Self-advocacy
- Internal locus of control
- Self-efficacy
- Efficacy expectations
- Self-awareness and Self-knowledge

# CIRCLES Venn Diagram

- Create the Venn Diagram and Title
- Introduce the concepts/events/people
- Reveal characteristics and examples
- Circle and compare concept examples
- Locate always present characteristics
- Explore what the topics share
- Summarize the diagram

Title

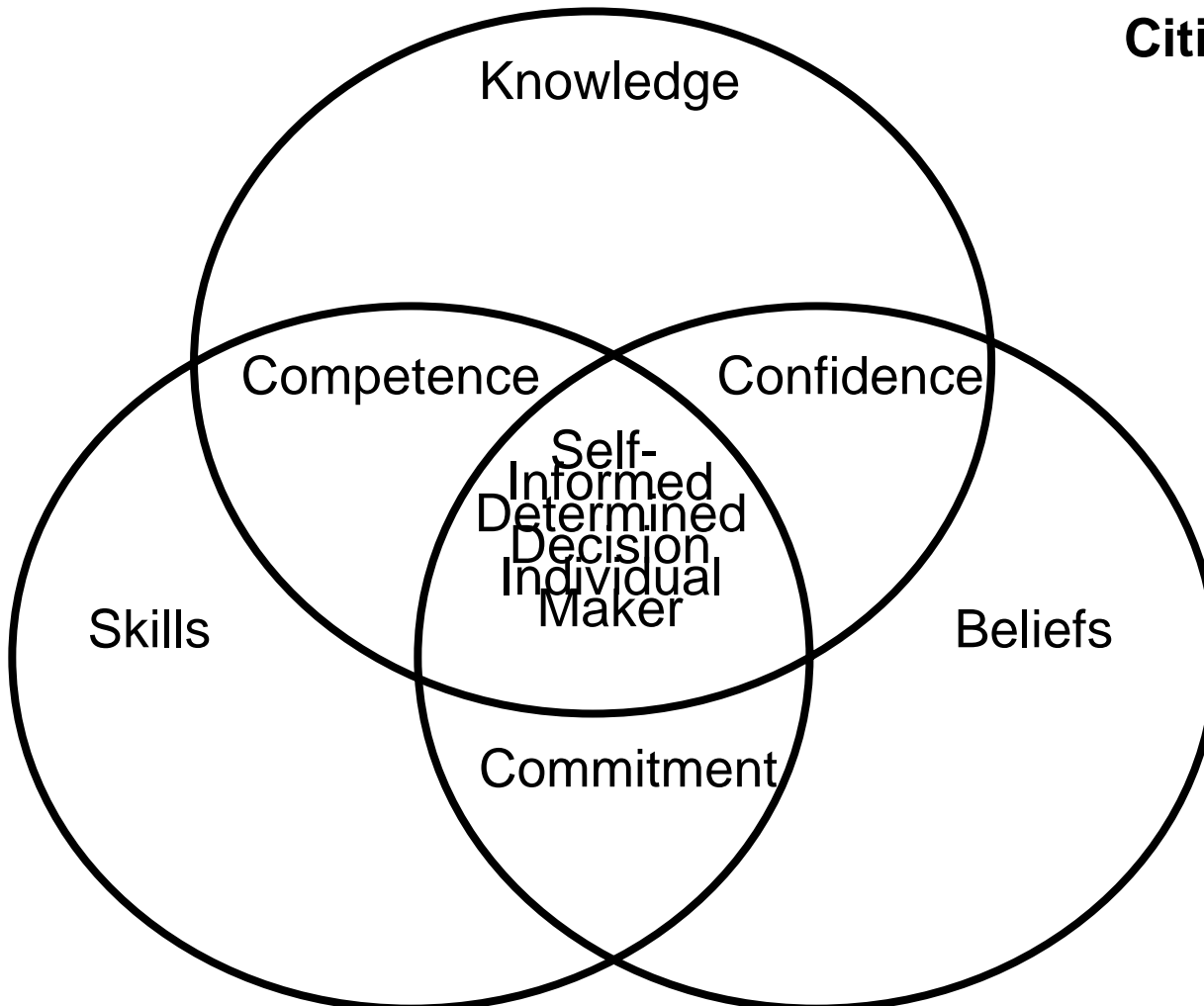
Ideal Citizen



Summarize It!



# The Ideal Citizen



## Seven Basic Citizenship Competencies

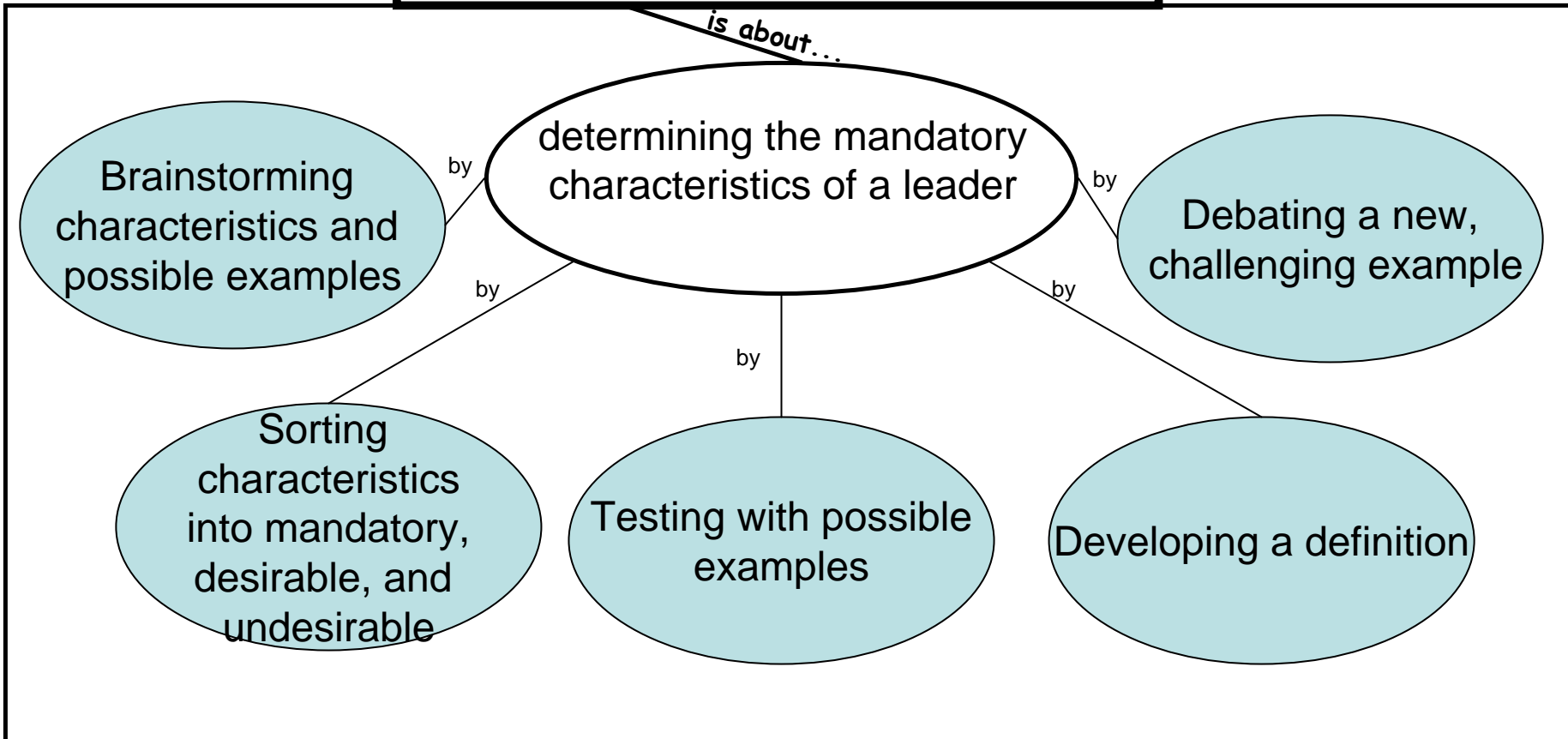
1. Acquire and use information
2. Assess involvement
3. Make Decisions
4. Make Judgments
5. Communicate
6. Cooperate
7. Promote Interests

*Handbook of Basic Citizenship Competencies*  
1980, Richard Remy and Mary Jane Turner



# Developing Self-advocates in Social Studies

- What are some social studies topics/concepts that address self-advocacy and self-determination?
  - In Civics, U.S. Government?
  - In Local History & U.S. History?
  - In World History?
  - In Geography, Economics, Psychology, or other offered classes?
- Let's break down one common social studies concept into its characteristics and examine how it connects to self-determination!



**QUESTIONS TO CONSIDER**

1. As a result of this activity, did your definition of leader change?
2. Can the people we memorialized be considered leaders? Why or why not?
3. Based on the activity and characteristics, what do we expect from leaders? What are we looking for?
4. What are your responsibilities regarding the selection and judgment of leaders?"
5. How can you be involved as leaders or in choosing leaders? How does this connect to your responsibility as a citizen?

3 Key Words

- 1 CONVEY TARGETED CONCEPT
- 2 OFFER OVERALL CONCEPT
- 3 NOTE KEY WORDS
- 4 CLASSIFY CHARACTERISTICS

# CONCEPT DIAGRAM



**Mandatory/Always Present      Desirable/Sometimes Present      Undesirable/Never Present**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

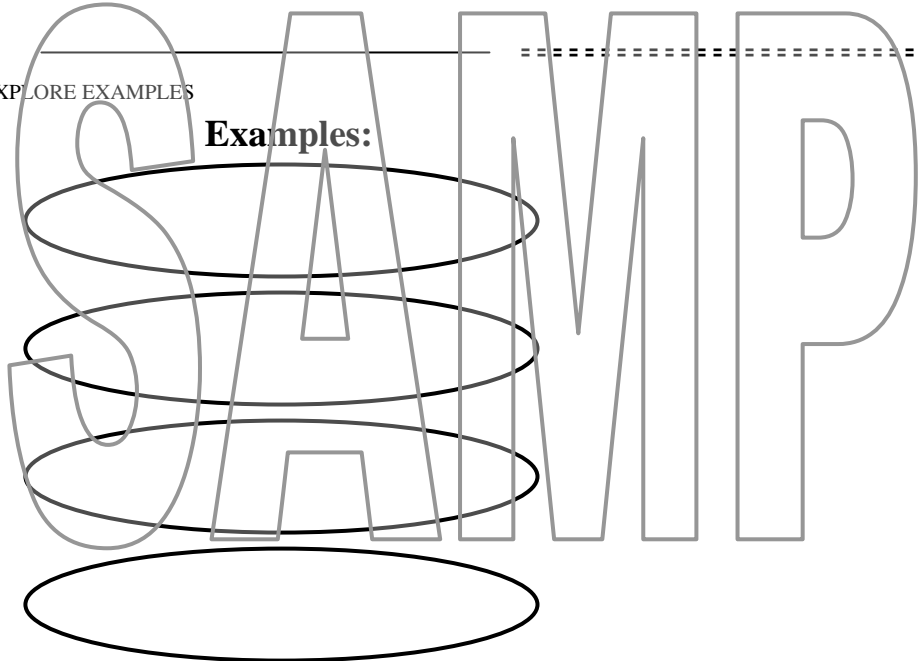
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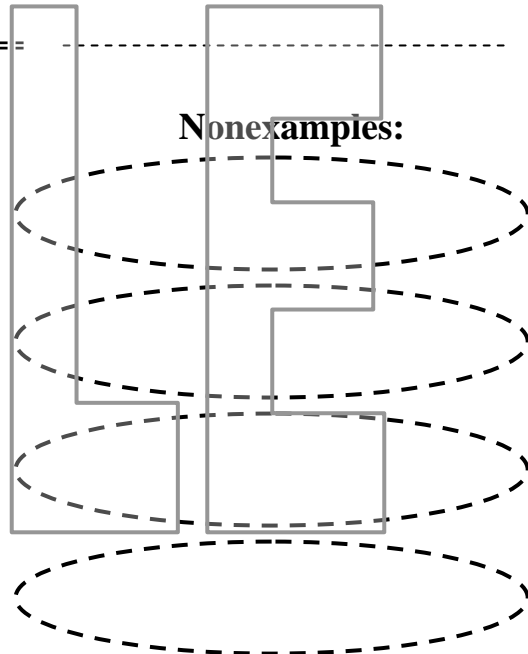
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5 EXPLORE EXAMPLES

**Examples:**



**Nonexamples:**



6 PRACTICE WITH NEW EXAMPLE

7 TIE DOWN A DEFINITION





# Self-Determination

## Focusing on Leadership

- **Activity**

Adapted from: *American Civics Center Leadership Workshop*, Darren Minarik

- In a small group, brainstorm a list of words (characteristics) that come to mind when you think of leadership
- Write a plus sign (+) next to any positive leadership characteristics and write a minus sign (-) next to any negative characteristics
- Divide the words into three categories
  - Mandatory leadership characteristics (+)
  - Desirable leadership characteristics (+)
  - Undesirable leadership characteristics (-)

# Defining Leadership

i'm  
deter  
mine



- **Activity continued**

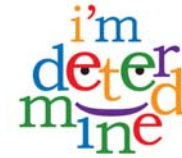
- Create a definition of leadership using your mandatory leadership characteristics using “I define leadership as . . . .”
- Share and discuss the various definitions with the large group
- Ask
  - How did this activity help you think about leaders and leadership qualities?
  - What leadership characteristics do you have and how can you be a leader?



# Core Components of Self-Determination

- Choice making
- Decision making
- Problem solving
- Goal setting
- Self-regulation
- Self-instruction
- Self-advocacy
- Internal locus of control
- Self-efficacy
- Efficacy expectations
- Self-awareness and Self-knowledge

Which of these components are necessary for leadership? Why?



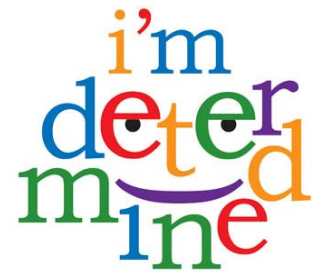
# Virginia and Self-Determination

Virginia Department of Education

- VTOP—Virginia's Transition Outcomes Project



- I'm Determined—Virginia's Self-Determination Pilot Project



Key Topic  
Present  
Level of Performance

is about...

understanding my disability and advocating for myself by identifying my post-school goals, strengths, challenges, concerns, and needs in my IEP (Individualized Education Program)

Main Idea

Details

**Post-school goals**

Employment  
Education/Training  
Independent Living/Community Participation

This graphic organizer features a large yellow oval on the left labeled 'Main Idea' containing the text 'Post-school goals' and a list: 'Employment', 'Education/Training', and 'Independent Living/Community Participation'. To the right, on a light blue background, are four white footprints arranged in a 2x2 grid, each labeled 'Details' at the top. The footprints are intended for writing specific details about the goals.

Main Idea

Details

What I know...

**Strengths**  
(Academic and Social)

This graphic organizer features a large yellow oval on the left labeled 'Main Idea' containing the text 'What I know...' and 'Strengths (Academic and Social)'. To the right, on a light orange background, are four white footprints arranged in a 2x2 grid, each labeled 'Details' at the top. The footprints are intended for writing specific details about the strengths.

Main Idea

Details

What I know...

**Challenges and/or Concerns**  
(Academic and Social)

This graphic organizer is designed for students to record their knowledge about challenges and concerns. It features a large yellow oval on the left side, labeled 'Main Idea', containing the text 'What I know...' and 'Challenges and/or Concerns (Academic and Social)'. To the right of this oval are four white footprints arranged in a 2x2 grid, each labeled 'Details' at the top. The entire graphic is set against a light blue background.

Main Idea

Details

**Academic and Functional Needs**  
(Accommodations and/or Modifications)

This graphic organizer is designed for students to record their knowledge about academic and functional needs. It features a large yellow oval on the left side, labeled 'Main Idea', containing the text 'Academic and Functional Needs (Accommodations and/or Modifications)'. To the right of this oval are four white footprints arranged in a 2x2 grid, each labeled 'Details' at the top. The entire graphic is set against a light orange background.

**So What? (What's important to understand about this?)**

**In order to reach my post school goals, I...**





# Self-Advocacy Strategy

i'm  
deter  
mine

- **I PLAN**—Take control of your future by planning what you're going to say and what you're going to do
  - **I**nventry your strengths, areas to improve or learn, goals, and choices for learning or accommodations
  - **P**rovide your inventory information
  - **L**isten and respond
  - **A**sk questions
  - **N**ame your goals

*The Self-Advocacy Strategy: For Enhancing Student Motivation and Self-Determination: An education & transition planning process*

2002, Van Reusen, Bos, Schumaker, & Deshler



# Shaping Up a Review!

- Draw a parallelogram, a circle and a triangle!
  1. What are some things you heard that paralleled with your beliefs?
  2. What questions are still going around in your head?
  3. What are 3 points you want to remember?

