

SELF-DETERMINATION

Begin in the Beginning

Birth to 5



Two Perspectives on Self-Determination

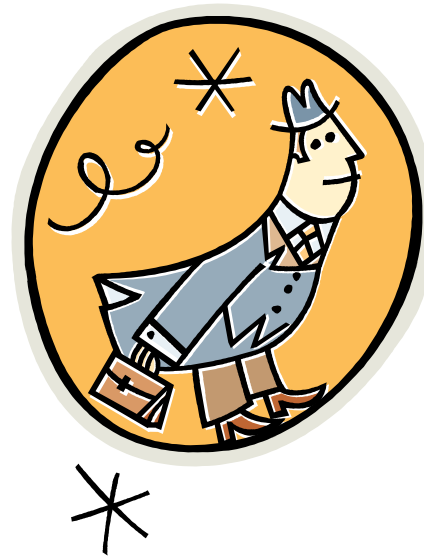
SERVICE SYSTEM PHILOSOPHY	ADULT INDEPENDENCE PHILOSOPHY
FREEDOM	SELF-DISCOVERY
AUTHORITY	SELF-AWARENESS
SUPPORT	GOAL-SETTING
RESPONSIBILITY	DECISION-MAKING
CONFIRMATION	PROBLEM-SOLVING
	SELF-MONITORING

SERVICE SYSTEM PHILOSOPHY

Principles of Self-Determination

• “Self-Determination” is about doing what you want within a system.

- Freedom
- Authority
- Support
- Responsibility
- Confirmation



Nerney, T. and Shumway, D., Beyond Managed Care Vol. 1, 1996, University of New Hampshire; Center for Self-Determination:
<http://www.centerforself-determination.com/>

**This information pertains to people with disabilities receiving services from DIDD (Department of Intellectual and Developmental Disabilities), etc.*

ADULT INDEPENDENCE PHILOSOPHY

- “Self-Determination” is a **SKILL SET** that people need to become independent adults, including but not limited to:
 - Self-Discovery
 - Self-Awareness
 - Goal-Setting
 - Decision-Making
 - Problem-Solving
 - Self-Monitoring



<http://www.childdevelopmentinfo.com/development/normaldevelopment.shtml>

Yes, but...

- “My child is not an adult and won’t be for a very long time,” parents say.
 - This is true. Nevertheless, children usually grow up and outlive their parents. They deserve opportunities to be the best they can be.
 - Rome wasn’t built in a day.
- Together, we can make a difference!
- <http://tennessee.gov/education/ci/earlychildhood/>

Self-Discovery vs Self-Awareness

Self-Discovery

The act or process of achieving self-knowledge.

Self-Awareness

A consciousness of one's own personality or individuality

Self-Determination Perspectives

- Families
 - Tend to be over-protective at times.
 - Learn more about the Dignity of Risk
 - If your child did not have a disability, would you allow them to do whatever the action is?
 - Want our children to be as independent as possible, but it's hard to think of our children becoming adults.
 - Need encouragement and training to facilitate Self-Determination for our children.
- Educators
 - 40% of all 3-4 year olds are in preschool
 - 50% of all 3-5 year olds are in preschool

<http://datacenter.kidscount.org/data/acrossstates/Rankings.aspx?ind=72>

Together, we can make a difference!

The Benefits of Beginning Early

"Begin at the beginning," the King said, very gravely, "and go on till you come to the end . . ." Lewis Carroll

- A good foundation for the future
- Children eventually become adults
- It's never too early to teach decision-making
- With the help of their families and teachers, children become better decision makers



Examples of Goal-Setting:

- Mobilization – crawling and walking
- Self feeding and tasting
- Learning to use the potty
- Self expression
- Experiencing textures
- Recognizing faces



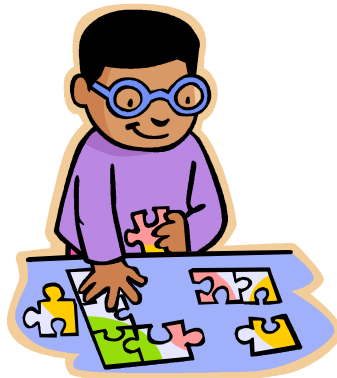
Decision-Making exercises

- “Do you want peas or green beans for lunch?”
- “Do you want to wear the red shirt or the striped one?”
- “Do you want to play with blocks or dolls?”
- “Do you want to play on the slide or swing?”



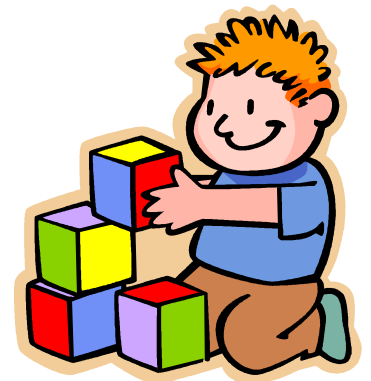
Problem-Solving

- Working puzzles
- Dressing oneself
- Dealing with frustration
- Learning to follow directions



Self-Monitoring

- Learning to use the potty
- Addressing frustration
- Improving communication
- Learning more appropriate behaviors
- Learning how to get what I want



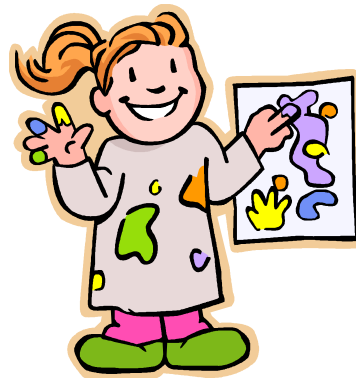
How can families facilitate Self-Determination in their children?

- Offering choices among selections
 - Which cereal do you want to eat, corn flakes or crispy rice?
 - Let's decide what to pack for lunch.
 - Do you want to go to the park or the library today?
 - Do you want to help make cookies or play with your blocks?



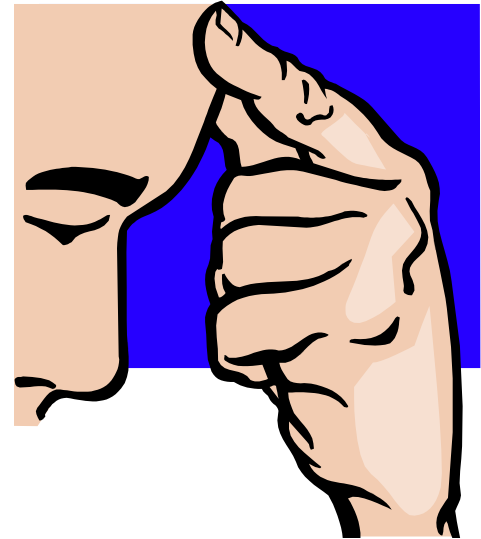
How can educators facilitate Self-Determination in their students?

- Offer choices from selections
 - Do you want to play with the wagon or the push cart?
 - Do you want to hear this story or this one?
- Opportunities for safe mistakes
- Well defined boundaries within environmental limits



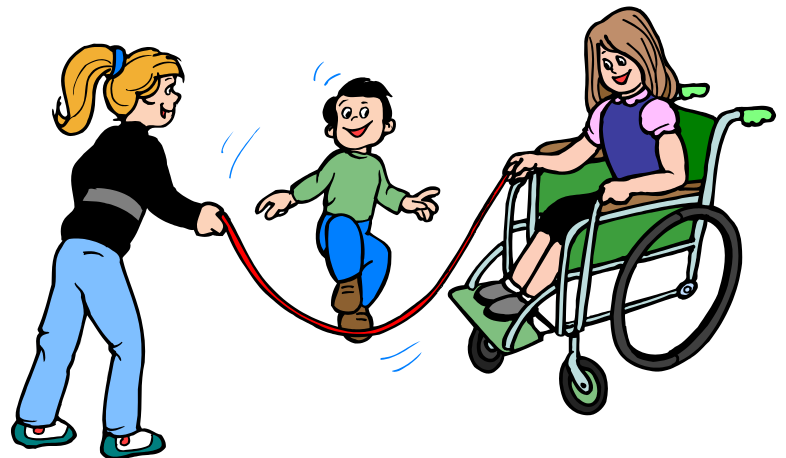
Where are decision making opportunities?

- Anywhere and Everywhere you and your child go
 - Grocery store
 - School
 - Grandma's house
 - Home
 - During meals
 - Playtime



What not to do

- Avoid power struggles
- Do things for your child
- Offer too many selections
- Don't use "can't, won't, never"
- Avoid, "you'll never be able to . . ." statements
- Play basketball
- Dance



**What do people
with disabilities
say about learning
Self-Determination
skills early?**

Lara Parker

- In her words, “As a three year-old I attended a specialized program for severely handicapped children.” She recently graduated from UNC Chapel Hill.
- "Good decision-making must be developed over a person's lifetime and especially for a person who has significant disabilities. First came simple choices when I was quite young. What shirt do you want to wear? What drink do you want, and my choices were respected. When I picked out a shirt that clashed outrageously with my pants my mother did not override my choice. This gave my beginning decision-making real validity even if my taste in clothes left much to be desired."
- <http://www.nectac.org/pubs/reflecttranscript.asp>

Karen Stallings

- An early childhood professional, sees herself as a person first. Her disability second. Karen works as the Coordinator of the YMCA After School Program and as the coordinator of the Association of Self-Advocates of NC.
- "The only advice that I have for professionals is don't ever tell a person that they can't do anything. Because that hinders them. If a professional tells a person that they can't do something then that person is going to believe it."
- <http://www.nectac.org/pubs/reflecttranscript.asp>

Needham Bryan

- He has worked at Blue Cross Blue Shield for eight years and is a real voice for self advocates. He is President of the Association of Self-Advocates of NC and serves on the Board of the Arc of NC.
- Needham would say to parents of young children: "I would tell them to start early don't wait until they are in school to start teaching them stuff. Be caring. If you need help out there help is just around the corner."
- <http://www.nectac.org/pubs/reflecttranscript.asp>

RESOURCES

- HUMAN DEVELOPMENT

- Birth to Adolescence:

- <http://www.med.umich.edu/yourchild/topics/devmile.htm>

- Birth to Five:

- <http://www.medem.com/medlib/article/ZZZIQY4TODC>

- SELF-DETERMINATION

- Teaching skills:

- http://www.nsttac.org/pdf/ebps/teaching_self_determination_skills.pdf