



# Family & Educator Partnership



## Self Determination Skills

*It doesn't take much time to work on them*

We know that students who know their strengths and needs, who are able to make well-informed decisions, and who set goals and figure out how to achieve those goals are bound to be successful as adults. This group of skills is often referred to as self-determination or self-advocacy. The more practice on those skills, the better.

As we look at self-determination skills, they could fall into seven types.

### **Know yourself**

Be able to identify your needs by understanding your strengths and limitations. Be able to identify your interests and know what is important to you.

### **Get what you need**

Be able to let others know what you need and want in an appropriate way. Know who you need to go to when you need support, and what steps you need to follow to make it happen. Know how to evaluate whether the services and supports you receive meet your needs.

### **Know you can be successful**

Know that by using your strengths you can be successful. Be self-confident and expect success.

### **Make decisions**

Be able to identify the information you need to make a decision. Know what you want as an outcome. Identify different ways to get those results (What has worked in the past as well as new ideas.) Be able to think about the different options and choose the one you think would be the best. Identify what you need to do (Make a plan.)

### **Do it**

Be able to follow your plan to get something done. Get started on what you need to do on time and complete the job on time. Be able to identify whether you are doing O.K., or if you need to change your plan. Be able to determine if the result is as good as you want and what is expected by others.

### **Know how you are doing**

Be able to identify your goal and how well you are following the plan to reach the goal. As you follow the plan check to make sure you are staying focused on the job. Be able to compare how you are doing to the expectations of others. Know when you have completed the job or met the goal.

### **Change if you need to**

Be able to identify when you need to make a change. Change plans if a plan is not working. If you are not making progress, be able to change what you are doing or maybe change the goal or outcome. Adjust as needs become known.

**As parents and teachers, we can provide guidance and opportunities for kids to develop those skills without investing a big block of time. The trick is remembering to work on the skills a little at a time over a period of time both at home and in the classroom.**

For more information contact FEP Coordinators: Sandy Kraschel, 641-355-4242/ 800-392-6640 or April Wooldridge, 641-485-9166/ 641-753-3564/ 800-735-1539.



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