

Maximizing Your Child's Potential

2019 PTA Showcase

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New York State Education Department Blueprint for Improved Results for Students with Disabilities

- 1 Students engage in self-advocacy and are involved in determining their own educational goals and plan.*
- 2 Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.*
- 3 Teachers design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.*
- 4 Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.*
- 5 Schools provide multi-tiered systems of behavioral and academic support.*
- 6 Schools provide high quality inclusive programs and activities.*
- 7 Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.*

- Numbers **do not** represent a hierarchical, prioritized sequence. Numbers have been included so the principles
- in our catalogue may be easily referenced

Goals of This Workshop

Provide participants with skills to work with your child, teachers and other support staff to:

- ✓ Identify your child's strengths, interests, and needs: **Your Child – Today**
- ✓ Create and Promote Opportunities to Develop Self-Determination: **Your Child – In the Future**
- ✓ Identify annual goals, community agencies and other supports: **How Will Your Child Get There?**

“Do Now” Activity



- Please take a moment to look at the research findings posted around the room.
- Jot down the statistic that “speaks” to you.
- (We’ll discuss this later.)

Key Points



- Self-determination enables students to identify and express their wants, needs and desires to both self and others. It is the practice of gaining and exercising levels of independence.
- Self-determination empowers students to become more directly involved in their own transition planning processes.
- Self-determination allows students to make choices that directly impact their post-secondary outcomes.



Self-Determination Defined

- Skills, knowledge and beliefs that enable a person to engage in behavior that is:
 - goal directed,
 - self-regulated and
 - autonomous.
- The ability to understand one's strengths and weaknesses.
- Belief in oneself as capable and effective.

(Field, Martin, Ward, & Wehmeyer, 1998)

Entitlement and Eligibility

School-aged Services

Entitlement

- Based on IDEA
- Guarantees access to education
- Services/supports determined by CSE

Adult Services

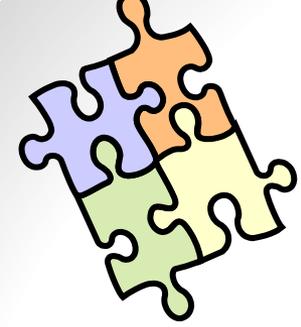
Eligibility

- Must apply for services/supports
- Determinations made on case by case basis

It's About Choice

Self-determination is a *process*. It helps us identify who we are, where we want to go and how we'll get there.

- Please stand next to the statistic that spoke to you.
- Discuss with your neighbors why you chose this topic.
- Ask one person from each group to briefly summarize why people chose the topic.



Components of Self- Determination (1-4)

- **Choice Making** – Communicates preferences.
- **Problem Solving** – Identifies problems and generates solutions.
- **Decision Making** - Process of determining best solution.
- **Goal Setting and Attainment** - Defines goals, assesses current status, creates action plan and evaluates progress.

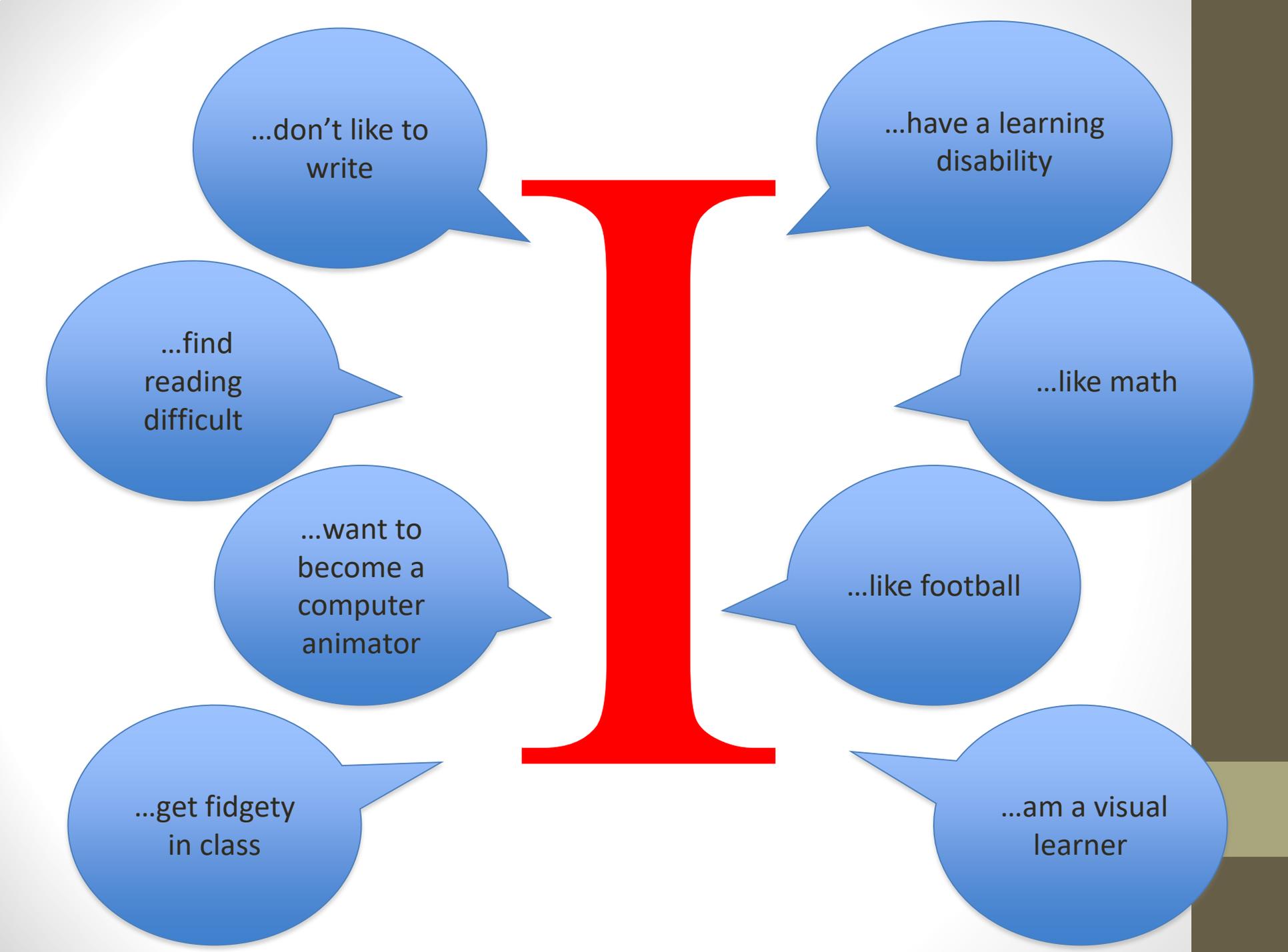
(Wehmeyer, 1996)



More Components of Self-Determination (5-8)

- **Self-Regulation** - Examines environment and chooses appropriate response.
- **Self-Awareness** – Has comprehensive and reasonably accurate knowledge of own strengths and limitations.
- **Self-Efficacy** – Believes can accomplish goals.
- **Self-Advocacy** – Communicates wants and needs appropriately.

(Wehmeyer, 1996)



...don't like to write

...have a learning disability

...find reading difficult

...like math

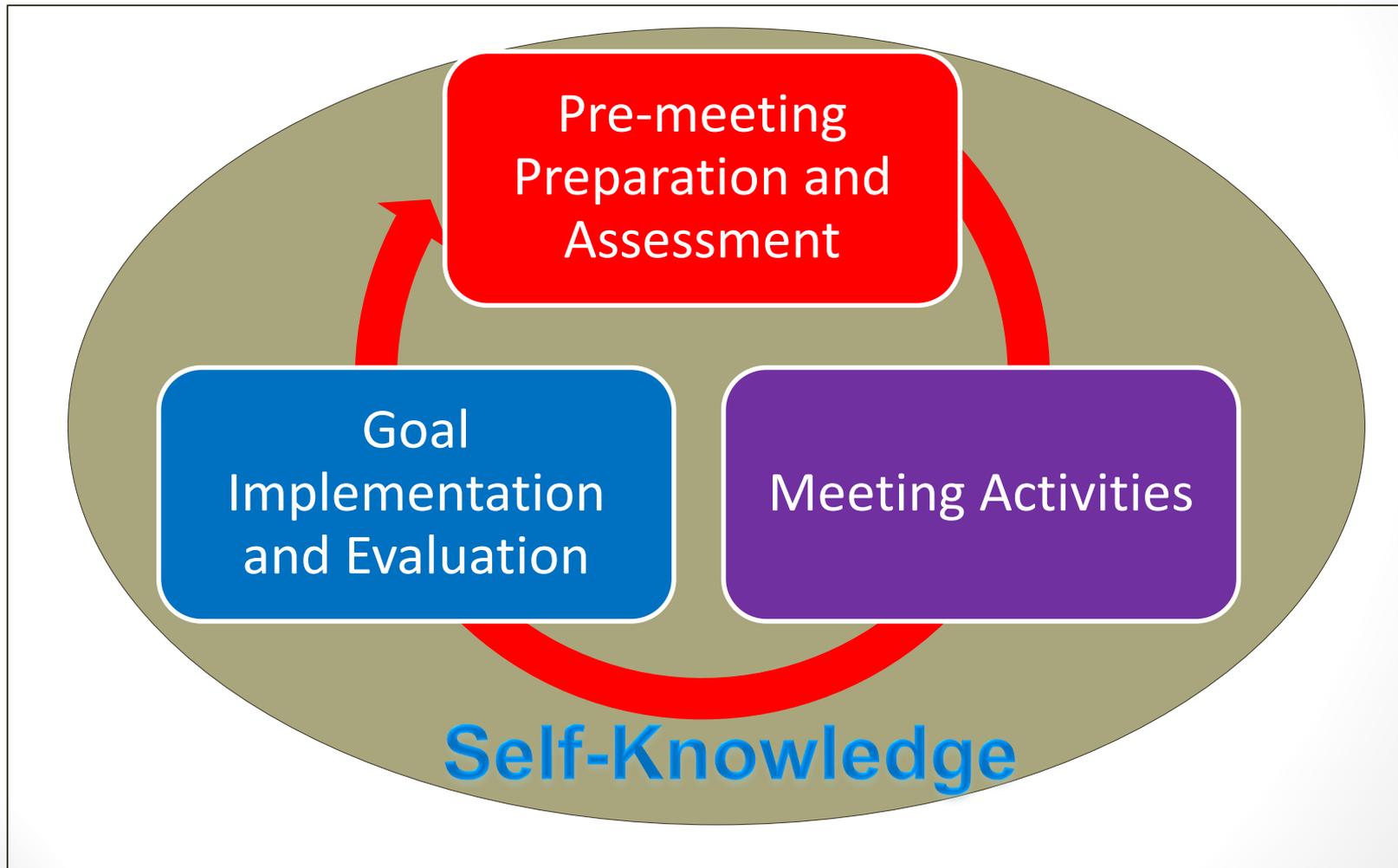
...want to become a computer animator

...like football

...get fidgety in class

...am a visual learner

Student-Directed IEP Process





- Can Read
- Can Write
- Perform Math Functions
- Listens Effectively
- Speaks Clearly

Thinking Skills



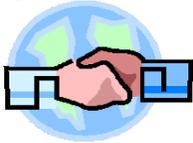
- Can Think Creatively
- Uses Decision Making Skills
- Thinking Leads to Problem Solving
- Knows How to Learn
- Applies Knowledge to New Situations

Technology



- Selects /Applies Technology
- Maintains Equipment
- Designs and Creates To Meet Needs

Interpersonal Skills



- Teaches Others
- Serves Clients
- Exercises Leadership
- Negotiates/Communicates
- Works as a Member of a Team
- Works with Diversity

Career Development and Occupational Studies Standard 3A Universal Foundation Skills



Systems

- Improves & Designs Systems
- Monitors & Corrects Performances
- Understands How Systems Perform Related to Goals, Resources and Organizational Function

Managing Information



- Acquires and Evaluates Information
- Organizes/Maintains Information
- Interprets/Communicates Information
- Uses Computers to Enter, Modify, Retrieve and Store Data

Managing Resources

Understands how to use:

- Materials
- Facilities
- Time
- Money
- Human Resources
- Networking



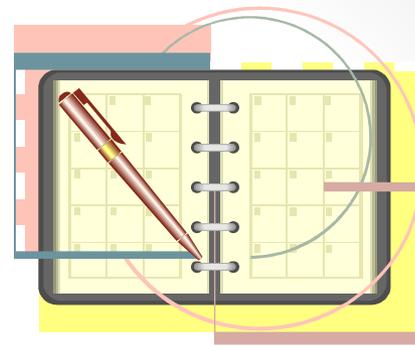
Personal Qualities

Demonstrates:

- Responsibility
- Ability to Plan
- Ability to Take Independent Action
- Integrity/Honesty
- Self-determination and ability to self-evaluate knowledge, skills and abilities



What's the Plan?



Before exiting high school students and their families should know:

- strengths, interests, preferences and challenges;
- needed supports;
- how and where to get assistance; as well as,
- next steps (*what's the plan for the student the day after high school ends*).

How Can Families Help With Planning?

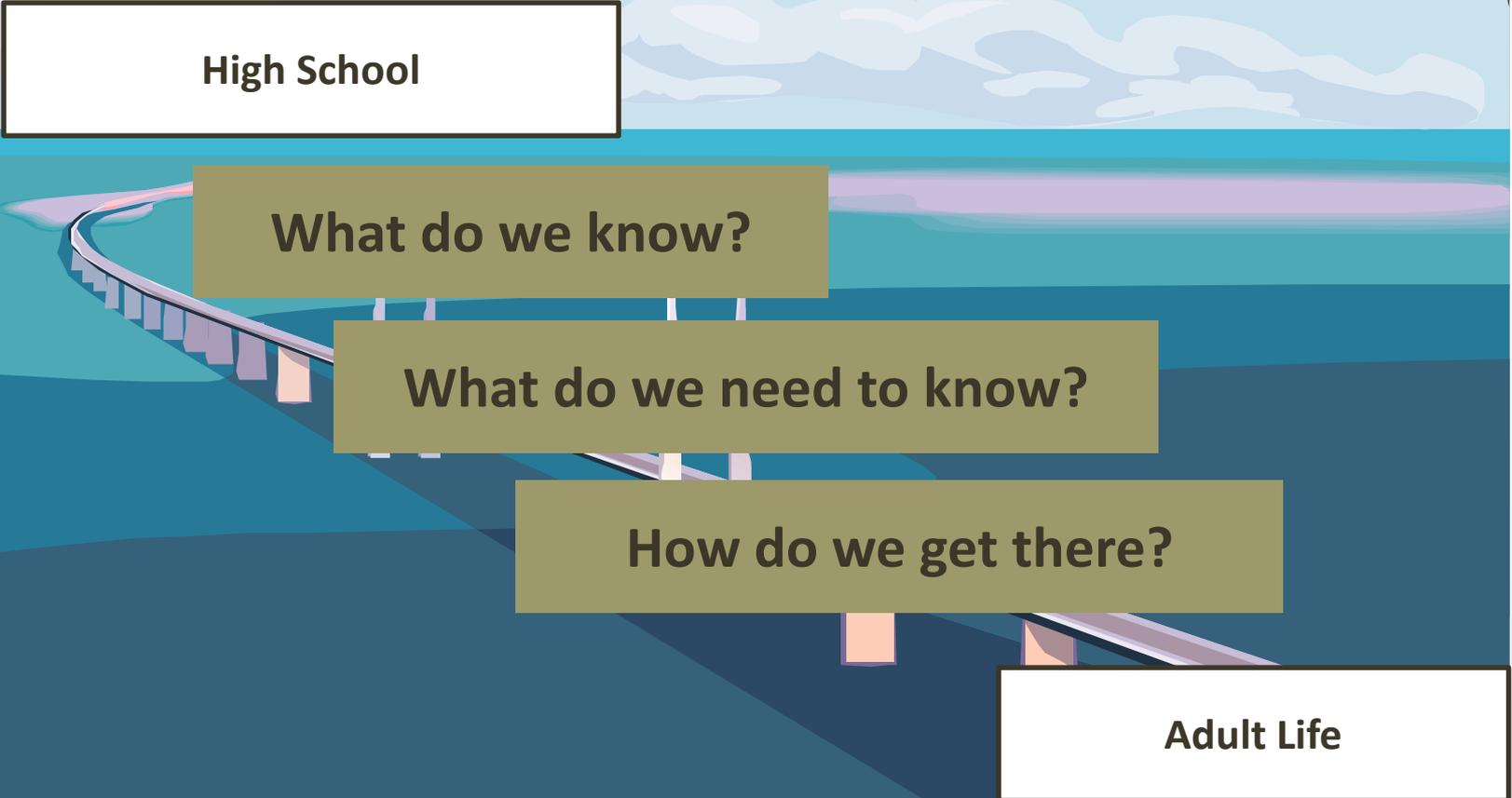
- Support your child's active participation in becoming self-determined
- Work collaboratively with your child, their school and all other systems of support toward achieving your child's identified goals
- Keep lines of communication open and create meaningful ways to develop your child's unique talents

Transition Tip: Talk with your child periodically to learn what he or she would like to work on during the upcoming school year, what they would like to improve upon, what they may want to be when they grow up, and how the you and/or the school might assist. Encourage your child to share his or her ideas with support staff.



Self-Determination

Post-High School Services



High School

What do we know?

What do we need to know?

How do we get there?

Adult Life

Contact Information

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More than twice as likely as peers to be employed one year after graduation.

(Wehmeyer, 2002)

More likely to be
making more money
per hour and
employed in a job
with benefits.

(Wehmeyer & Palmer, 2001)

More likely to
be living
independently.

(Wehmeyer & Palmer, 2001)

More likely to
perform required
tasks and meet their
own goals in school.

(Benz, Linstrom, & Yovanoff, 2000)

More likely to be
involved with
educational
planning and
decision making.

(Wehmeyer & Schwartz, 1997)

More likely to stay in school because they are engaged in planning their education so it is meaningful.

(Covington-Smith, 2008)