

<http://education.ou.edu/zarrow/?p=38&z=3&rd=1>

The AIR Assessments measure two broad self-determination components. Capacity refers to the student's knowledge, abilities, and perceptions that enable them to be self-determined. Opportunity refers to the student's chances to use their knowledge and abilities.

<http://education.ou.edu/zarrow/?p=45>

Self-determination is vital for success of students with disabilities. There are several educational materials designed to enhance self-determination and increase the student's involvement in their transition planning process. The self-determination educational materials include:

- ChoiceMaker Self-Determination Materials
- IEP Team Education Module to Increase Student Involvement
- It's Not Easy
- Who's Future Is It Anyway?

<http://education.ou.edu/zarrow/?p=45&z=48>

The [ChoiceMaker Self-Determination Transition Curriculum](#) teaches middle and secondary students the self-determination skills needed to be successful in school and adult life. It consists of three strands:

1. Choosing educational, vocational, and personal goals
2. Expressing goals via active student involvement in IEP meetings
3. Taking action to attain IEP goals

<http://education.ou.edu/zarrow/?p=45&z=49>

The Self-Directed IEP instructional program increases student participation in IEP meeting discussions. To achieve even greater student involvement, IEP team members need to learn their roles to facilitate student active participation. But, how can this be done in an economical and efficient manner when so many different team members, including parents and outside agency staff, attend IEP meetings? A study at the Oklahoma School for the Blind demonstrated the positive additive effect of an IEP Team Education Module. At the beginning of each IEP meeting the team watched and/or listened to a three-minute automated PowerPoint IEP Team Education Module presentation..

<http://education.ou.edu/zarrow/?p=45&z=50>

It's Not Easy is a great tool to demonstrate to educators and parents the importance of providing students the opportunity to actively participate in their own IEP meetings. Many teachers also use It's Not Easy with their students as a lead-in to being taught the Self-Directed IEP.

<http://education.ou.edu/zarrow/?p=45&z=52>

Who's Future Is It *Anyway?* helps prepare students for their IEP meetings and gain self-determination skills through six sections that contain 36 lesson sessions.

<http://education.ou.edu/zarrow/?p=4>

The Zarrow Center Presentations - As a means to disseminate the work being conducted at the Zarrow Center, they have conducted numerous workshops and conference presentations at international, national, regional, and local venues. The materials provide a representative sample of the many presentations and workshops that have been delivered. Please feel free to use or modify these materials to improve self-determination oriented transition educational practices.

<http://www.nsttac.org/ebp/teachingselfdeterminationsskillsdp.aspx>

Evidence based practices in teaching self-determination skills. There are lesson plans to cover all areas of self-determination.

<http://www.nsttac.org/LessonPlanLibrary/Main.aspx>

Lesson plan starters for teaching self determination skills divided by specific skill topics such as: IEP Development, Student Participation, and Planning Strategies.

http://www.beachcenter.org/education_and_training/self-determination.aspx

The Beach Center on Disability at the University of Kansas provides a number of articles that address different areas of Self-determination.

http://www.sdtac.uncc.edu/project_description.asp

The Self-Determination Technical Assistance Centers project at the University of North Carolina at Charlotte is funded by a three year federal grant from the Department of Education, Office of Special Education Programs, H324R030029. The purpose of the project is to assist programs identified as demonstrating exemplary practices in promoting self-determination for students with disabilities to become Self-Determination Technical Assistance Centers for other local education agencies in their states. The four programs participating in the project are in (1) Colorado Springs, Colorado, (2) Fountain, Colorado, (3) Overland Park, Kansas, and (4) Monroe County, New York. These programs use a wide range of strategies to promote self-determination for students ages 11 to 21 with mild, moderate, and severe disabilities. The project focuses on improving and expanding the “exemplary practices” for promoting self-determination currently used in the four sites, as well as providing each site with support to assist with providing training and materials to others (school administrators and teachers, parents, and students) in their state. The project will also disseminate such products as research papers, conference handouts, a replication manual, lesson plans, and a curriculum guide.