

## **Strategies to Support Self-Determination**

### **Autonomy:**

- Acknowledge and support students' expression of wishes, preference, and perspectives
- Let the students know that you understand and respect their point of view
- Set up activities and assignments in a way that students have a choice of how to complete them
- Explicitly let students know that they are experts on their lives
- Provide opportunities for leadership
- Brainstorm with students the best way for them to participate in their IEPs (recording a video, reading from a note card, using a creative medium)

### **Relatedness:**

- Show interest in students' activities, thoughts, and values
- Notice when the student is doing something well and tell them about it
- Offer support and know when to let a student do a task independently
- Bring up memories of what a student has shared in the past - it matters when we feel noticed and remembered
- Provide opportunities for team work to build a sense of community among the students
- Ask students to write down how each member of their IEP team can support them and follow through with students' requests/needs

### **Competence:**

- Provide students with opportunities to work on challenging and achievable tasks
- Ask students to teach part of a lesson
- Notice and verbalize students' strengths
- Bring up memories of when a student has succeeded in the past - it matters when we feel noticed and remembered
- Provide opportunities for team work to with the guidelines that provide support and allow each student to use their strengths
- Ask students to bring a list of their strengths to their IEP meeting

## **Strategies to Support Self-Advocacy**

- Develop a structured way for students to provide feedback to you
- Explicitly explore and address social and cultural barriers and supports that students encounter
- Provide opportunities for systems change; have students write a letter or make a video to a school leader about what works and what doesn't work for them at the school
- Follow students' lead during some assignments
- Reinforce students' sharing about their needs, preference, and strengths
- Develop a list of strengths, needs, and preferences that students can share during their IEP meetings