



ADDITIONAL READING

Resources

National Resource Center for Supported Decision Making

<http://www.supporteddecisionmaking.org>

The National Resource Center for Supported Decision-Making (NRC-SDM) builds on and extends the work of [Quality Trust's Jenny Hatch Justice Project](#) by bringing together vast and varied partners to ensure that input is obtained from all relevant stakeholder groups including older adults, people with intellectual and developmental disabilities (I/DD), family members, advocates, professionals, and providers.

I'm Determined

<http://www.imdetermined.org>

The I'm Determined project, a state directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This project facilitates youth, especially those with disabilities to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger.

Wrightslaw Self-Advocacy

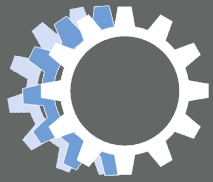
<http://www.wrightslaw.com/info/self.advocacy.htm>

Parents, educators, advocates, and attorneys come to Wrightslaw for accurate, reliable information about special education law, education law, and advocacy for children with disabilities. They include information on self-advocacy, including articles, resources, organizations and websites for parents, teachers, and students.

Behavior Advisor

<http://www.behavioradvisor.com/BehRecord.html>

Teachers and parents will find this resource particularly helpful in describing the different types of behavior recording procedures, and how to implement them when working on something like self-management. The website breaks down the types of procedures, and what types of behaviors they would best capture. For those who do not have a background in behavior, this is a good introduction to some basic behavioral recording procedures.



Transition

T E N N E S S E E

Tennessee Educator Accelerator Model: Teacher Evaluation System Handbook

http://team-tn.org/wp-content/uploads/2015/08/TEAM-Teacher-Evaluation-System-Handbook_Sept20161.pdf

This TN State resource highlights nine different problem-solving types that teachers in are encouraged to teach. It offers a brief description of each of the problem-solving types, and it also provides examples to help teachers contextualize how it can be taught in a classroom.

For Further Reading

Cabeza, B., Magill, L., Jenkins, A., Carter, E. W., Greiner, S., Bell, L., & Lane, K. L. (2013). Promoting self-determination among students with disabilities: A guide for Tennessee educators. Nashville, TN: Project Support and Include, Vanderbilt University.

Hughes, C., & Carter, E. W. (2012). The new transition handbook: Strategies secondary school teachers use that work. Baltimore, MD: Paul H. Brookes.

Wehmeyer, M. L., Agran, M., & Hughes, C. (1998). Teaching self-determination to students with disabilities: basic skills for successful transition. Baltimore, MD: Paul H Brookes.

Weir, K., Cooney, M., Walter, M., Moss, C., & Carter, E. W. (2011). Fostering self-determination among children with disabilities: Ideas from parents for parents. Madison, WI: Natural Supports Project, Waisman Center, University of Wisconsin-Madison.