

SELF-DETERMINATION SKILLS TO ASSIST STUDENTS WITH DISABILITIES

WHAT SPECIAL EDUCATION TEACHERS NEED TO KNOW ABOUT THE
SELF-DETERMINATION SKILLS TO ASSIST STUDENTS WITH DISABILITIES?

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ABSTRACT

“Self-Determination” concept is based on the simple assumption that human beings ought to be in a position to intrinsically influence their life outcomes. The concept as well avails people with the right to control positive life outcomes by managing the Decisions and Choices they make. Typically, the concept revolves around the approach of positive achievements through good Decisions and Choices. It is as well defined as a skill based on knowledge and belief aimed at enhancing a quality of life achievements, success, and goals actualization. “Self-Determination” has been established a practical life skill vital to all age groups irrespective of physical, mental, or social status. Self-Determination works a single system with various sub-elements influencing its overall contribution towards goal achievement. The approach’s subsystem alignment acts and contributes unitary towards achieving desirable outcome depending on the expectations of the involved parties. “Self-Determination” is significantly important to all people, irrespective of age, profession, or status However, its importance among children with disabilities tends to have more impact as compared to other social groups. In This Paper I Will Discussed The Seven Components Of “Self – Determination”, And The Importance Of These Components For Students With Disabilities.

Keywords: - Self – Determination, Decisions Making, Choices Making, Goal Setting

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INTRODUCTION

The Concept of Self-Determination

“Self-Determination” is based on seven keys. The skill is defined by an individual’s ability to Select A Choice from two (Ghobary, 2007). The concept is critical in outlining ruling between known options. Diversities in life may not only pose two options hence the need for decision-making skills. Decision skills allow an individual to select an option from more than two. The ability aids in outlining a Single Choice from various known options. It is a critical skill in enhancing positive living and goals actualization. Additionally, Decision Making is also an inclusive approach in “Self-Determination “. It is crucial skill it involves the use of logic, from unknown to known. Decision making is primary in “Self-Determination” since it lays the basis of what an individual or a group intends to achieve. Decision making takes a procedural approach in deriving knows from unknowns. “Self-Determination” Entails Goals Setting and Attainment. The goals set represent the desirable state of affair in which individuals and groups focus on achieving over a specific duration. Goals act as a roadmap ant their achievement represents desirable state or success (Cho, Wehmeyer & Kingston, 2013). “Self-Regulation” also forms an integral element of the “Self-Determination” concepts. The skill allows an individual to observe, regulate and reinforce adopted efforts in achieving pre-established objectives. It is vital in enhancing intrinsic motivators to success and dedication to achieving desirable outcomes. “Self-Advocacy” as well plays a significant role in improving the outcomes associated with “Self-Determination”. It enhances one’s ability to speak and protect the cause of person. Internal locus as well increases one’s control of his/her actions. The skill works in hand with “Self-Efficacy” and efficacy expectations. Finally, “Self-Awareness and Self-Knowledge” crown elements of “Self-Determination”. It aims at having the desirable know-how needed to attain

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own set goals. It is founded on establishing a framework of weaknesses and strengths and organizing them to enhance overall goals actualization.

Self-Determination Importance to Students with Disabilities

Children with disabilities tend to receive a rejection or even experience Self-Denial. Various disabilities challenging students include developmental disorders (such as autism) and physical incapability. Such disabilities expose students to poor academic performance and limit their participation in co-curriculum activities. Collectively, they tend to have low Self-Esteem, continued poor performance and ended up not achieving their goals or meeting desirable expectations. Such experiences may result in advanced adverse effects such as Self-Denial, school dropping, and low Self-Esteem. However, acquisition of “Self-Determination” skills is vital in enhancing their ego, thinking, performance and objectives actualization. “Self-Determination” is essential in instilling students with disabilities with problem solving and decision-making skills (Cho, Wehmeyer & Kingston, 2013). Such technical expertise aids them take control of their fate. It enables them actively to defend their propositions irrespective of their social or physical status. “Self-Determination” equips them with full awareness of their rights, their disability and hence aids in orienting and organizing their efforts to meet expected goals/performance.

Again, “Self-Determination” is vital in increasing their Self-Esteem. It provides them with full knowledge and a framework on how to behave, organize and plan for their success regardless of their challenging state. Studies have found that students with high “Self-Determination” register higher performance and association with others as opposed to those without. Collectively, “Self-Determination” is critical for social and academic advancement among children with disabilities. The degree to which they acquire “Self-Determination”

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influences the overall quality of their life experiences as they interact and associate with other individuals in school and outside academic institutions.

Self-Determination Skills

Fundamental skills for highly Self-Determined individuals reflect total actualization of the concept's elements. Individuals asserted as Self-Determined have outstanding decision-making skills (Hurley, 2010). They exhibit technicalities, professionalism and knowledge of the current challenge and its potential solution alternatives. In their procedural decision-making approaches, they provide insight for their skills in selecting an option from a few and even in Making Important Choices. Such individuals as well have proficient solving skills. Irrespective of the nature of issues presented to them, they provide objective solutions. As well, they tend to have Self-Regulation and Self-Management Skills. In their overall undertakings, they claim responsibility for their respective actions. They exhibit to have a code of conduct that guides their actions. Additionally, they have Self-Understanding Skills. Most of them have full knowledge of their potentials, strengths, and weaknesses. Most important, they always have knowledge of their nature, with a total understanding of their rights. Again, Self-Determined people have goal setting skills. They ensure specificity, measurability, reliability, and timeliness elements are reflected in their goal setting efforts (Ghobary, 2007). Collectively, their skills match the seven elements of Self-Determination.

Characteristic of Self-Determined Persons

Individuals who are ascertained to have outstanding Self-Determination skills need to reflect supporting characters. Acquisition of the desirable skills changes their personality and as such, they have specific characters deemed necessary to identify them. For instance, they have Self-Regulation and responsibility characters. Irrespective of situations and their action, they

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always claim responsibility for their actions. They do not embark on ‘pointing fingers’ but often focus on creating solutions. Moreover, they reflect high creativity in their problem-solving efforts. They also show proficiency in Separating Choices, options, and Making Informed Decisions from a variety of alternatives. Considerably, Self-Determined individuals as well have the ability to distinguish wants from needs. The ability assists them in Decision Making, Choice-Making and also in Self-Advocacy. Such individuals also have the tendency to have high profiles in problem-solving. Again, persistence and effective use of communication skills provide them with a ‘neutral ground’ in their Goals Setting and Actualization. Their proficiency in communication plays a critical role in positioning their social and role-playing status.

Moreover, Self-Motivated individuals have Self-Regulation Skills, and they exercise them to influence their behavior and actions. Practically, such people have Self-Regulatory behaviors (Cho, Wehmeyer & Kingston, 2013). They remain comprehensively in control of their actions and also remain monitored to their goals. Their high performance and dominance in life is a reflection of their confidence. Besides setting goals and objective, they focus and plan for their achievements. Collectively, their dedication through knowledge and Self-Confidence enhances their overall performance. Again, Self-Determined individuals are pro-active in nature. They always focus on creating courses of action as situations arise. Moreover, their dedication towards Self-Achievements is powered by optimization of resources and Self-Efficacy.

Interventions for Development of Self-Determination

Self-Determination is typically an enhanced behavior through the practice of its core elements (Katartzi & Vlachopoulos, 2011). Reflective interventions can be enacted at various stages of child’s development. Again, interventions can be implemented at home or school.

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The place of implementation for the responses provides increased opportunities for Self-Determination skills development among kids and students. Early childhood children can be provided with opportunities to Make Choices from easy decisions such as choice of food or clothes. For instance, parents and family members could ask their kids whether they would prefer one option to another such as blue pants or black. Providing children with such options enhances their Choice Making Skills. Again, family members could as well provide the kids with chances to make Formative and Constructive Decisions. The approach just creates an environment in need of their decisions. Such instances may include time constraints or action-based gaps.

Moreover, parents could provide children with model performance comparative opportunities. Such provisions allow kids to evaluate and compare their performances to that of a known model. At elementary stages of development, families and teachers could provide children with more inclusive decision-making environments as compared to early childhood stage (Hurley, 2010). Comprehensive strategies include providing them with opportunities to with more than two challenges. Such constraints enhance their Self-Evaluation skills by providing similar changes such as work organization, structural play rules compliance. Again, parents could encourage 'loud thinking' as a strategic approach in increasing their Self-Determination. Comprehensively, at early elementary stages, relatives and teachers ought to prioritize their development skills to include Self-Determination concepts as they grow up. At late primary stages, parents and families could provide their children with comparative models with reflection on set goals and their actualization status. Moreover, comparison enhances systematic structure for goal setting and implementation of corrective undertakings to conform to desirable outcomes. Eventually, appropriate training at elementary levels prepares comprehensive environment at secondary stages of development (Hurley, 2010).

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At secondary (advanced) stages of development, teachers and families could train their children and students to establish their strengths and weaknesses. The skill is rendered vital in Self-Determination development. Practical events include guidance and provision of opportunities to practice Self-Development Skills (Hurley, 2010).

Teachers' Guide to Self-Determination

Schooling children spend most of their time with teachers at school as compared the duration spend at home. Schooling students can benefit massively from teachers support the acquisition of Self-Determination Skills (Ghobary, 2007). As such, teachers have an essential role in supporting the acquisition of desirable skills. There are top twenty practices teachers can adopt to enhance acquisition of Self-Determination Skills among students. First, teachers ought to determine the key issues and concerns motivating children. Understanding such issues ensure that they utilize the effective motivators in enhancing their behavior and administering useful skills. Again, they ought to align and prioritize children's interests and preferences. Such a provision provides teachers with an opportunity to create children intrinsic motivation by encouraging the practice of their preferences. Again, teachers ought to make the skill training and practice practical and real. Again, teachers could motivate casual-agency practices among their students. The method involves encouraging students to bear responsibility for their actions, options, and decisions (Katartzi & Vlachopoulos, 2011). Another practice includes informative guidance to practical Choice Making. Instructing ensure the need and importance for decision preferences. Again, teachers could train broad application of the Choice Making in various activities of school days. Practically, various activities are undertaken in school. Therefore, the encouraging practice of the skill round the day enhances the skill acquisition and practice. Moreover, teachers could encourage active participation in learning content (Katartzi &

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Vlachopoulos, 2011). Such chances improve confidence and motivation. Again, teachers could comprehensively determine and control children's emotions in the decision-making process.

In a similar manner, teachers could allow students to emotional regulate their contact. The opportunity enhances their Self-Regulation skills. As well, they could actively involve students in Goals Setting such as score targets and game wins. Furthermore, teachers could train students to Self-Monitor their goals' actualization efforts. The undertaking includes focusing f Self-Dedication and concentrate on desirable outcomes (Hurley, 2010). Again, they could educate children on goal achievement without the promise of reward. Promising awards increase anxiety and may limit Self-Driven Motivation. Teachers could as well design interventions to build Self-Determination Skills. Again, teachers could learn with the students in learning Self-Determination Skills. As well, they could enhance acquisition of communication skills since it is critical in Self-Determination. Moreover, teachers could include teenagers in practicing Self-Determination Skills. Finally, teachers ought to include the students in Choice and Decision Making and prioritizing their suggestions as an intrinsic motivator towards Self-Determination (Hurley, 2010).

Current Practice of Self-Determination

Today, the concept of Self-Determination has undergone various intrinsic and legal modifications. Practically, Self-Determination has a conceptual framework which guides its acquisition and practice among children and adults irrespective of developmental status. The framework considers all variable important in enhancing acquisition of Self-Determination Skills (Cho, Wehmeyer & Kingston, 2013). The first element revolves around intrinsic motivators (casual agency). The approach considers skills necessary in acquiring Self-Determination among children with challenges. Such skills include Self-Regulation, Decision-Making, Goal Setting

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and Also Decision Making. Typically, the casual agency approach creates Self-Discipline by enhancing independence. The approach allows individuals to make a decision based on their choices and depth of knowledge available and delivered. It is the most important component in Self-Determination since it advocates independence. Additionally, the second element of the framework involves dependency approaches in enhancing actualization of Self-Determination attributes (Katartzi & Vlachopoulos, 2011). It renders leadership support vital in acquiring desirable skill and life outcomes. Finally, the framework considers environmental opportunities essential to the development of Self-Determination characters and competencies. Environmental opportunities may include parental and educational support (Katartzi & Vlachopoulos, 2011).

Comprehensively, individuals and particularly children being trained on Self-Determination Skills to need supportive assistance. However, the law provides explicit support for Self-Determination especially regarding rights passage between parents and children (Ghobary, 2007). The law provides that after the age of eighteen, an individual has the right to choose and decision. Parental control and manipulation are legally influenced by age gaps hence limiting continued influence. Practically, the parents have the opportunity to enhance Self-Determination at early and elementary stages of development. Advocating for Self-Determination after 18-years of age may attract legal concerns. Ideally, the framework and modern modes of enhancing Self-Determination include use of technologically modified techniques, programs, and devices to enhance desirable skills such as Self-Regulation and Decision-Making. Standard practices utilized are computer and phone games providing the players with challenging scenarios which Demand Their Choice, Decision Making and prioritization of needs and wants (Ghobary, 2007).

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Child Preparation for Decision Making

Children with disabilities practically face numerous challenges in their development stages (Hurley, 2010). If such challenging behaviors are not well handled and eliminated, they may extend into their adulthood. As such, parents have an important role in enhancing their decision-making skills. Training them proper Decision Making increases their Self-Regulation and independence at and after the age of maturity (18 years). The biggest role in parentage involves directive and constructive guidance for children to acquire lifetime skills deemed necessary for positive living. Parents can train children on Decision Making from early stages through their development until they reach their age of majority (Hurley, 2010).

Elementary practices include involving them in Purchasing Decisions. The approach ensures that the children weigh alternatives and Make Preference Choices. Frequent involvement equips them with essential Choice Making Skills which are critical in laying a foundation for effective Decision Making. Again, parents could involve children in Decision-Making discussions such holiday destination. The Decision-Making Process exposure familiarizes children with important considerations such as evaluating possible alternatives. As well, the undertaking allows them to make and evaluate their suggestions. As well, parents could practice with their children on possible decision outcomes. In-depth scrutiny and analysis expose them to the realism of Decision Making in life. Also, their participation familiarizes them with the decision-making process (Hurley, 2010). Moreover, parents could encourage their children in developing IEP programs (Cho, Wehmeyer & Kingston, 2013). Parents as well could assist them in developing proposals for the same programs. Active and inclusive participation enhance their grasp of decision-making skills. Furthermore, parents could encourage school personnel positive relationships. Typically, positive relationships with teachers increase their skill acquisitions.

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Teachers technically play a fundamental role in enhancing supportive skills development in students. As well, parents can remain objective with children training and development.

Overprotection creates an undesirable environment for skills learning efforts (Hurley, 2010).

Self-Determination for Children with Disabilities

As argued earlier, children with disabilities have developmental challenges (Ghobary, 2007). As such, their teaching practices for Self-Determination demand for structural, simple, and easily remembered steps. Such phases need to be aligned to their particular needs. For instance, children with communication challenges require particularized assistance to incorporate desirable skills. Typically, teaching and coaching for children with disabilities attract massive dedication and customization of both parental and teachers' participation. Educators and parents ought to embark on participatory approaches in teaching children with disabilities on Self-Determination Skills (Yailagh, 2014). Such approaches include providing them with opportunities to participate in Self-Regulation, evaluation and also in Decision Making. Active participation has been rendered effective in enhancing skills grasp for children with disabilities. Again, educators could train the students on regulating their behaviors and learning practices. Practically, teaching children's preferred topics and proposals increase their participation. The approach remains proficient in enhancing existing acquired skills such as processes or practices such as special game moves and rules. Teachers' as well could embrace awareness of students' strengths and weaknesses as a unique skill in Self-Determination.

Considerably, knowledge and outreach from primary pillar to Self-Determination (Yailagh, 2014). Additionally, school-based, and community-based approaches could be used to teach and coach children with disabilities Self-Determination Skills (Katartzi & Vlachopoulos, 2011). Community-based approaches include the development of educative centers for children

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with special needs. Community approach ensures needs of the community segment of children with disabilities are met. On the other hand, school-based approaches include partnerships with teachers and parents to implement supportive activities enhancing coaching for Self-Determination Skills. Workshops and seminars are among most reliable partnership programs advancing acquisition of desirable skills such as Persistence, Confidence, And Decision-Making (Yailagh, 2014).

Family Roles in Teaching Self-Determination

Typically, families have the essential part of coaching children on how to be Self-Determined irrespective of their disabilities (Hurley, 2010). Parents and the entire family interact with their children before they go for school or even join caregiving institutions. Upon realization of developmental challenges, parents can implement various home-made and professional practices to encourage the development of Self-Development Skills among their children. Initially, families can create awareness of the children developmental challenges as an efficient and strategic way of creating a friendly environment for further teaching and training efforts. Ensuring children and other family members interacting with the physically challenged children are aware of their status increases proper handling and efficient interaction. Awareness enhances acceptance and commitment towards training for desired skills. Families as well could create an opportunistic environment for acquiring Self-Determination Skills such as Choice-Making, Decision-Making, Self-Regulation, And Confidence. Provision of such environment includes the provision of support. Providing resources for training and teaching such a device, games and also supportive books are primary practices which could aid enhance acquisition of Self-Determination Skills. Again, families can provide them with Decision-Making opportunities (Cho, Wehmeyer & Kingston, 2013). Typically, Decision Making is a comprehensive skill in

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demand for continuous involvement. Families could involve children in primary and frequent Decision Making such as choosing plays, food, clothes, color choices and also in recreational activities. Continued active involvement equips them with both familiarity and experience in Decision Making (Cho, Wehmeyer & Kingston, 2013). Such undertakings also enhance their Choice-Making Skills. Comprehensively, families need to avail opportunities aiding acquisition of Self-Determination Skills. Families can as well dedicate their children to training institutions where they are given considerable attention and exposed to professional training on Self-Determination (Hurley, 2010). As well, parents can provide children and particularly at the age of maturity with the opportunity to exercise Decision Making irrespective of the outcomes (Yailagh, 2014). Though Decision Making may result in mistakes and undesirable results, giving children the chance to Make Decisions and claim responsibility enhances their Self-Determination Skills and behavior. Additionally, families can improve Self-Determination Skills acquisition through exploration. Research allows the practice of freedom, Self-Evaluation, and also Self-Regulation. The experience is vital in providing guidance, experience and determination of do's and don'ts. It as well plays a primary role in advancing the practice of acquired Self-Determination Skills (Yailagh, 2014).

Key Points for Consideration in Self-Determination

Practically, the concept of Self-Determination does not revolve around the seven components termed essential in its acquisition and particularly among children with disabilities. Self-Determination has key points that ought not to be confused with its seven pillars. For instance, one major point revolves around independence. Self-Determination typically involves one's ability to remain independent in Decision Making, behavior and all undertakings (Ghobary, 2007). It refers to the capacity to act solely out of awareness, understanding of actions

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and claim of responsibility. Independence in reason and activities is considered the most important element in children and adults. In a similar manner, Self-Determination removes the concept of dependency, unreliability, and understanding of own courses of actions. Relatively, the casual agency remains a critical concept of Self-Determination (Ghobary, 2007).

Moreover, Self-Determination is a developmental skill. Its concepts are acquired differently at various life intervals as one grows (Hurley, 2010). Families and educators should be aware of the different skills needs at specific developmental stages. As such, Self-Determination teaching and training ought to be initialized early stages from the age of two as a strategic approach to advancing the skills grasp before they attain the age of maturity. At every phase, various methods equivalent to their mental capacity should be used to support developmental balance and practice of essential Self-Determination Skills. Implementation of appropriate teaching and training ensures that children acquire the ability even before the attained age of maturity. As well, the responsibility to teach children with disability on Self-Determination is not only for teachers, educators, caregivers but also parents. Parental and family support plays a significant role in ensuring they acquire desirable independence skills with a full understanding of their challenges, strengths, and potentials (Ghobary, 2007).

Promoting Self-Determination

Promoting Self-Determination is a critical undertaking for children with developmental challenges (Goodman, Bains & Moussalli, 2010). Due to the nature of their behaviors, challenges posed and association difficulties, promoting Self-Determination among them remains a potential obstacle. Family and teachers' efforts may not deliver desirable outcome hence supporting Self-Determination often call for the services of paraprofessionals. They are individuals (mainly school staff) who have expertise in handling and coaching students with

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disabilities. They are also known as special education assistants. Typically, they spend significant time with children in school mainly coaching them on critical Self-Determination Skills. School administrations, teachers, and parents ought to collaborate and support utilization of paraprofessionals' skills in schools with children with disabilities. Their services are effective in coaching students on the practical application of the seven core skills of Self-Determination. Special education assistants primarily focus on training on the skills, knowledge and positive attitude geared towards Self-Control of the life activities (Yailagh, 2014). They aim to administer Self-Determination Skills. As such, utilizing their services mark sufficient efforts geared toward the promotion of Self-Determination among children with developmental challenges. Conventionally, development of Self-Determination demands initialization of educational and supportive initiatives. Educators, parents, and administrators ought to manifest massive interest in supporting children with disabilities. Teaching them Self-Determination Skills is the foundation of their educational and life goals (Yailagh, 2014).

The Seven Aspects of Self-Determination

Typically, Self-Determination is a combination of seven core aspects determined as essential for acquisition of the overall skill (Ghobary, 2007). The seven aspects of Self-Determination communally and individually play important roles in enhancing outcomes of individual life activities. As such, they cannot be separated from the paradigm of Self-Determination. For an individual to be ascertained as Self-Determined, he/she must have the seven aspects of Self-Determination. Choice Making is the most primary aspect. It refers to the ability to choose from two known options. Typically, the skill is taught from early childhood stages. Parents may present such opportunities to them for them to make their Preferred Choices.

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The second aspect is Decision Making. It is a more comprehensive skill as compared to choice making since it demands selection of an option from several known options. It attracts concepts of alternatives comparison. It is mainly taught at elementary childhood levels at the age of three and four. Decision making is procedural and may be challenging to grasp. However, it is a vital skill in education and outside school activities. The third aspect is problem solving.

It is essential skill applied at every level of development until adulthood. It creates an element of comparison and consequences of various outcomes of a choice or an alternative. Fourth, Self-Determination Attracts Goal-Setting and attainment skills. Individuals ought to be able to establish goals and also work towards their achievement. The skill plays a significant role in enhancing their educational and job performances (Ghobary, 2007). The fifth aspect is Self-Advocacy and Leadership. It is the ability to have control over own actions. The skill is vital in upholding affirmative measures and declining undesirable practices, either in school or outside the school environment. Self-Regulation And Management mark the sixth aspect. It entails central management of own behavior and actions. It is geared towards right and positive actions. Finally, the last issue is Self-Awareness and Knowledge. Eventually, children with disabilities will have optimal opportunities to embrace their life activities if they understand their challenges and are aware of its constraints. Hence, possessing the right knowledge and skills foster their positive and productive life activities (Ghobary, 2007).

Choice-Making Skills

The collective Choice-Making Skill refers to the ability to choose or demonstrates preference (Cho, Wehmeyer & Kingston, 2013). Establishing A Choice as well demand provision of two or more options. Preference i.e. Choice-Making is vital in both developmental and educational needs particularly among children with disabilities. From morning to midday,

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children make various choices. For instance, they will determine where, when and what to play. The breakfast to take, clothes to wear and even writing and drawing materials to use involve Choice-Making. Choice-Making as such is inevitable and children with disabilities need to have proficiency in making relating choices. Practically, Choice-Making is an establishment of preferences. The skill equips the students with the Decision-Oriented Approach in deciding the activity to undertake. Teachers and families, however, play a significant role in enhancing the development of the skill (Goodman, Bains & Moussalli, 2010). Their action dictates whether the skill is easily acquired and practiced or manipulated. For instance, granting children with disabilities opportunities to choose which game to play, where to play it and what time to play enhances their Choice-Making Skills. To the contrary, Making Such Decisions for them limits the skill grasp. Eventually, Choice Making has practical application in classrooms and the entire school environment. Proficiency in Decision Making increases their behavior response. Studies have established that child who is included and in control of Choice-Making exhibit minimal behavior challenges. The reason attributed to the outcome is associated with preference and environment control. When they are allowed to Make Choices, they are intrinsically motivated to participate hence actively overcoming their challenging behaviors (Goodman, Bains & Moussalli, 2010).

Decision-Making Strategies

Educators have an important role in enhancing grasp of Choice-Making Skills among children with disabilities. Allowing students to choose learning activities provides them with the opportunity to improve their Choice-Making Skills (Ghobary, 2007). For instance, educators could request students to choose among various content delivery methods such as oral presentation, skits, or computer-generated reports. Their active individual participation in

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selecting either of the methods enhances their overall skill acquisition. Moreover, utilizing their preferred mode of content or report delivery increases their intrinsic motivation towards set (desirable) goals. In a different dimension, educators could allow students to choose research topics and materials to use. Typically, research questions and project content affect their Choice Making Skills. Since the field (research) provides them with multiple options, providing them with the opportunity to choose their topic and general materials increases their skill in deriving an option from a few (Ghobary, 2007).

Additionally, teachers could provide children with the Freedom of Choosing the place of activity (Goodman, Bains & Moussalli, 2010). For instance, when undertaking a drawing project, teachers could allow students to choose where to take their projects. Possible locations include the desk, on the ground or the class's board. Of the possible location, the results of either utilization vary. As such, allowing them to use either equips them with Choice-Making Skills in selecting most effective and appropriate location. The same case applies to plays. Teachers could allow children to decide where they undertake their games, either in the open ground, in playgrounds or within the class. Teachers can as well provide children with necessary information regarding outcomes of various choices. The information provided ought to be real and reliable. Preliminary guidance enhances their ability to Make Informed Decisions. As well, teachers could teach children to express a preference. Nodding is among the most effective ways of expressing a choice. Loud shout outs of 'yes or no' are also rendered efficient. Furthermore, they could teach students on applied Choice-Making in various school and home settings. Typically, it ought to become a routine for children to utilize the skill either within the school or when at home (Goodman, Bains & Moussalli, 2010).

Decision-Making Skills

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Decision Making is among the most crucial skills in Self-Determination (Katartzi & Vlachopoulos, 2011). It influences the degree of creative, consideration and weighing of various alternatives' outcomes. Typically, Decision Making involves making a decision out of different alternatives after considering their potential outcomes and their specialty in meeting specific needs. As well, the decision maker considers the impact of the decision made on him/her and other persons. It is a crucial and procedural process demanding for an attentive and informed understanding of a challenge and its solutions. The skill is vital since it provides a foundation for various Self-Determination aspects such as Goal Setting, Self-Management and Problem Solving. Unlike Choice Making where the option is already known to students, in Decision-Making, the students generate own alternative solutions to a problem and evaluate their suitability in providing an effective solution (Cho, Wehmeyer & Kingston, 2013). Effective Decision Making takes a procedural framework. Initially, the students need to understand the nature of the problem to be solved. Secondly, the decision maker needs to gather adequate information regarding the issue in question. Then, he/she identifies potential solution geared alternatives. The choices are scrutinized by how they meet desirable outcomes. Their consequences are established and compared to select the most efficient alternative. Then, the most reliable option is selected and implemented. Collectively, Effective Decision Making is challenging, and educators and teachers need to develop effective strategies for teaching on Decision-Making (Cho, Wehmeyer & Kingston, 2013).

Strategies for Decision-Making

Teachers need to provide assisted information delivery schemes as a strategic approach in advocating for Informed Decisions (Ghobary, 2007). For instance, they could initialize charts to show various alternatives/options and their consequences upon implementation. Providing

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students with information regarding effects of different options enhances their Choice Selection efficacy. Stories and short videos would as well act as good sources of information in sharing the various consequences of various options or alternatives to a problem. Teachers could as well initiate ‘negative to positive’ approach. The strategy aims at moving from discouraging actions which hinder Effective Decision Making and supporting activities encouraging Decision Making and participatory events such as IEP Goal-Setting. Though the above strategies have general usage, educators could use Age-Level Distinct Approaches. At elementary stages of teaching, teachers could teach students on the risk element of Decision Making in respect to practical examples (Pennell, 2011). For instance, they could educate on the consequences associated with their decisions to remaining disobedient to parents and their families (Pennell, 2011).

Again, they could encourage Decision-Making exploration. Associated undertakings include discussing Problems, Alternative Solutions, their outcomes, and consequences in class. The approach enhances their informed Decision Making. As well, they could advance sources of information by using videos from known speakers and professionals on various topics such as employments and any other topics of interest. At secondary teaching levels, teachers could increase their Decision-Making skills by allowing them to participate in student conferences such as IEP programs (Goodman, Bains & Moussalli, 2010). They could as well enable them to Choose Co-Curricular Activity Groups such as clubs on the basis of their preferences. Teachers could as well allow their students to experience various options experience before Making Their Final Decisions. Additionally, educators could provide the students with detailed information about various alternatives such as statistical reports as an effort to increase their options awareness (Goodman, Bains & Moussalli, 2010). Typically, the approach aims at giving them initial experience on Decision Making and its impacts on their activities. Decision-Making

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remains a continuous process in various schools and outside school environments hence redefining its importance among children with disabilities (Goodman, Bains & Moussalli, 2010).

Goal-Setting and Attainment

The basics of Goals-Setting and Achievement are reflected in the elementary efforts of setting objectives (Short-Term and Long-Term) and developing a plan for actualizing them (Katartzi & Vlachopoulos, 2011). Students goals remain to diverge during their educational experience. Children with disabilities as well tend to have broad goals as compared to healthy children. However, planning on goals achievement plays an integral role in ensuring optimal performance as they advance their educational needs. Setting Goals provides them with a framework or a guideline towards success. There are four critical steps deemed useful in aiding successful Goal-Setting and Achievement (Cho, Wehmeyer & Kingston, 2013). The first phase entails Making Decisions on the actual achievement one needs to achieve over a specified duration of time. Setting Goals demand thorough scrutiny of what is real and practical. Individuals may tend to set goals not aligned to their capacities regarding achievements. Students ought to be able to set both Academic and Co-Curricular Goals. In the Goals Setting and specification, they should ensure they are precise. That is, they should set goals whose progress can be established. Setting Open-Ended Goals makes them hard to assess and also measure the degree of achievement. Secondly, they should note their aims. Putting set goals down acts as a reminder to the individual's commitment. Studies have revealed that, people who write down their goals experience more goals actualization as compared to those who do not. Typically, writing goals advances commitment towards their achievement. Thirdly, students need to hammer activities supporting their goals achievement (Pennell, 2011). Practically, goals (including short term objectives) cannot be actualized at an instance. The concerned individual

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has to develop a routine of undertakings aimed at meeting the expected performance or state. Actions supporting goals achievement need to become a daily routine. For instance, students need to develop a framework allowing them to undertake activities supporting their goals daily. The approach ensures consistency and makes achievements a potential reality. Finally, individuals need to establish frequent reviews and re-assessments on set goals. Situations and educational environment may change hence calling for various changes. Students as such ought to be proactive in ensuring their goals are valid through thorough reviews and re-assessments (Pennell, 2011).

Self-Advocacy and Leadership Skills

Self-Advocacy refers to one's ability to defend his/her rights, communicate efficiently and boldly and being with leadership qualities (Ghobary, 2007). Typically, individuals may lack awareness of own rights and particularly children with disabilities. Irrespective of their rights, other parties may tend to manipulate them by their developmental challenges. Being aware of individual's rights is not enough and demands profound communication skills. Self-Advocacy embraces Self-Leadership Abilities as well. Collectively, the skill is vital in ensuring their preferences are communicated and that they receive respect from other individuals. The ability plays an integral role in providing their life activities decision, and preferences are heard irrespective of their developmental challenges. Consequently, acquisition of Self-Advocacy and Leadership Skills ensures that children with disabilities increase the quality of their lives and also enjoy their fundamental rights. Self-Advocacy has a direct relationship with the children's success in school and the community (Pennell, 2011). For an example, children with Self-Advocacy have the ability to communicate their preferences effectively in class. Their communication strengths allow them not only to defend their rights but also exhibit association,

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interaction, sharing and discussions in school. The skill as such enhances their academic performance. Moreover, it enhances their Co-Curricular Participation hence advancing their overall participation. Such benefits extend to establish their community-based success. Collectively, Self-Advocacy increases their quality of life by promoting their school and community success. On the other hand, leadership skills enhance their dedication in meeting other individuals' needs at school and in the community. The overall skill as such has substantial impacts on their quality of life and aggregate contribution in the school and the community (Pennell, 2011).

Strategies Supporting Self-Advocacy and Leadership Skills

Teachers and educators play vital roles in enhancing grasp of Self-Advocacy and Leadership Skills among children. Teachers could teach children the differences between assertive and aggressive responses to issues particularly in school (Goodman, Bains & Moussalli, 2010). Their understanding of such matters and particularly on the use of positive approaches such as expression of their rights, permissions, and apologies as more preferred to use of physical efforts increases their Self-Advocacy. Again, they could train on the importance of the preferred behavior as compared to the undesirable as a strategic approach to discouraging use of aggressive methods when situations arise in school. Moreover, they could advocate for leadership skills such as seeking clarification from teachers and also parents. Teachers can as well introduce Self-Advocacy curriculum in classes. Making the concept part of school curricula enhances its training through school-based support efforts. Teachers could as well initiate mentoring programs by matching young adults with same challenges as children to guide and practice Self-Advocacy and Leadership Skills. The efforts ensure one-on-one training hence improving skill training. Teachers could as well implement elementary efforts such as training on

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the adverse effects of using conventional aggressive activities such as bullying (Katartzi & Vlachopoulos, 2011). Eventually, children will understand the importance of individual measures and embrace them. In a different dimension, they could encourage participation in discussion regarding the use of acquired Self-Advocacy and Leadership Skills. Debates are most common interaction which motivates students' dedication towards learning desirable skills. Additionally, supporting participation in Co-Curricular Activities such a drama clubs and participating in IEP meetings. Eventually, continued practice and training improve the skill's grasp among children with disabilities hence increasing their quality of life and contribution to the society (Katartzi & Vlachopoulos, 2011).

Self-Management and Self-Regulation Skills

Self-Management and Self-Regulation are vital elements in enhancing individual's reinforcement scheduling directing Self-Behavior through the use of key learning program line Self-Instruction (Ghobary, 2007). "Self-Determination" typically entails an individual using his/her strengths to overcome respective weaknesses and influence positive behavior. In a similar manner, developing Self-Management And Regulatory skills enhance behavior among students. Technically, Self-Management And Self-Regulation increases students' behavior and consequently influencing their performance in schools. Children with Self-Management Skills record high academic performance, outstanding participation, and class involvement. The impacts are also present in the community and workplaces. Well behaved employees in a similar manner exhibit high productivity and ethical behavior. Collectively, Self-Management and Self-Regulation Skills remain vital in school and the social life (Ghobary, 2007). Due to its importance and practical application from childhood to adulthood, educators ought to heavily invest in its training and coaching from early stages of development. In a different manner, Self-

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Management incorporates the element of Self-Monitoring (Pennell, 2011). The skill is vital in enhancing goals achievement. Self-Monitoring is as well an essential tool in improving Goals Setting and Achievement. Individuals utilize the skill to gauge their potentials, identify weaknesses and implement necessary behavior favoring goals actualization. Typically, Self-Monitoring acts as a basis for Self-Evaluation and consequently sets a firm foundation for all “Self-Determinations” aspects. As such, parents, families, and educators need to focus on enhancing the skills grasp among their children and students (Pennell, 2011).

Strategies Supporting Self-Management and Self-Regulation Skills

Primarily, teachers could enhance Self-Management Skills by encouraging their students to make cartoon drawings with both favorable and unfavorable behaviors (Cho, Wehmeyer & Kingston, 2013). The students will be able to understand and distinguish positive from negative reactions. The efforts will typically discourage the practice of undesirable behaviors and advocate for positive behaviors. Since the students make the drawings themselves, their psychology, mentality, and behavior will improve with time. Teachers could as well educate and train on Self-Management And Self-Regulation through behavior monitoring sheets. The sheets record practices at different or at all-time in school. Moreover, teachers could teach on Self-Regulation through the practice of mentored behavior. They could instruct students to behave in similar manners to their preferred social models for example teachers or other known persons with exemplary behavior (Cho, Wehmeyer & Kingston, 2013). Teachers could teach Self-Management and Self-Regulation through implicit assumption on the traits children would ‘love’ their best friends possess. Typically, children would love to have their best friend possessing desirable characteristics hence providing a model of a Self-Managed individual with positive traits (Goodman, Bains & Moussalli, 2010). Their responses could then be used to develop the

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comparative model as the standard measure of behavioral attributes. The model could then be utilized to detect their (children) deviations and acts as a guide towards the practice of desirable traits. Collectively, the desirable characteristics may be challenging depending on the children developmental behaviors. However, utilization of a standard reference model or behavior increases acquisition of positive behaviors evident within or outside the school environment (Goodman, Bains & Moussalli, 2010).

Self-Knowledge and Self-Awareness Skills

Self-Awareness is a critical tool in enhancing “Self-Determination” since it involves own realization of strengths, potentials, and weaknesses (Ghobary, 2007). It establishes to the degree to which people with disabilities comprehend their health and mental state, abilities, and respective shortcomings. Collectively, it is vital in ascertaining Self-Esteem for children and adults. Self-Awareness Acts As A Self-Determination weapon since the skill enhances intrinsic motivation, dedication, and Self-Understanding. Moreover, upon Self-Knowledge and Self-Awareness, they could use gained knowledge to improve their behaviors and experiences. The skills as well enhance their secondary skills such as communication and responses to insult, emotions, and overall interactions with other people. The skill as well plays an important in improving Problem-Solving Skills as they arise in school or the society (Ghobary, 2007).

Strategies Supporting Self-Knowledge and Self-Awareness Skills

Self-Knowledge and Self-Awareness are an essential and as such demand for students’ vast involvement in realizing their deep-set strengths and potentials (Katartzi & Vlachopoulos, 2011). As such, educators need to foster their Self-Scrutiny as they focus on recognizing the. Teachers could request students to write down their strengths and weaknesses. The approach increases their Self-Understanding and brings to the teacher’s and own understanding of their

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potentials. Individuals listing down ascertained abilities reflect their knowledge of their hidden strength and weaknesses. Upon listing them, the teacher could use the list to enhance their personal strengths and limit their weaknesses by using their hidden potentials. Again, the list could be used to make a list of Self-Motivation of “cans and cant’s”, “likes and dislikes” and also posters of the same information. Preparing charts and portraits of own strengths like and dislikes enhance their practical skill development and Self-Realization. Educators could as well provide students with real life scenarios demanding exposition of Self-Strengths and Weaknesses (Goodman, Bains & Moussalli, 2010). They can use the model to request the students to discuss how they would respond to such challenges. Their response is critical in identifying their strengths, weaknesses, and potential abilities. Moreover, the scenarios could be used to show how people may be different in handling the same challenge. Teachers could optimize the teachings by emphasizing on personality traits. Education students on realizing their strengths and potentials by providing them with a common problem are useful in identifying their essential awareness skills. Teachers could as well enhance their Self-Awareness by emphasizing on their confidence on positive traits identified and insinuated by other people (Goodman, Bains & Moussalli, 2010). Additionally, educators can host One-On-One Discussions with children with students and parents and highlight on their strengths and weaknesses. The approach ensures both parents and teachers are aware of the children Self-Knowledge and Self-Awareness. Recognizing and motivating overcoming weaknesses could as well increase their awareness and knowledge base of individual traits (Korinek & Defur, 2016). Extrinsic motivation approaches include reflecting and discussion on famous people with similar developmental challenges who overcame highlighted challenges. In a different dimension, teachers could use personality questionnaires to assess students’ strengths and weaknesses.

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Moreover, they could propose and implement curriculum programs aimed at enhancing students' awareness on their personalities. Teachers could as well use case studies to teach and coach on personality traits (Korinek & Defur, 2016).

Lesson Creation for Teaching Self-Determination

Creating a lesson in teaching “Self-Determination” remains an important element since the delivery undertaking plays a significant role in influencing class objectives attainment (Ghobary, 2007). First, the teacher ought to stipulate key lesson objectives regarding “Self-Determination”. Goals Ought to reflect desirable outcomes such as attaining Choice-Making Skills. Notably, the goals ought to be precise and timely i.e. attainable within the lesson speculated duration. The teacher should as well have a framework of how various “Self-Determination Skills” will be taught during the lesson. Upon full preparation and planning, the lesson ought to start with an introduction to the study topic (Self-Determination). The opening part ought to take considerable duration to ensure the children understand important objectives which need to be achieved (Ghobary, 2007). Thirdly, the teacher trains on the first element or segment(s) of the topic. The teaching efforts ought to ensure optimal class participation which is also evident in the fourth step. Teaching embarks on the main requirements for instance on Choice-Making Skills. Fourth, the teacher should initiate class participation by asking children question concerning the topic. Use of examples before asking increases their familiarity with the skill being taught (Cho, Wehmeyer & Kingston, 2013). Fifth, teacher ought to inseminate test observations and questions to measure the degree to which students have gained the taught skill. Oral presentation and individual tests are common and useful in assessing objectives' attainment at the end of the lesson. The teacher can choose to provide the results of the tests immediately or in the next lesson. However, the oral presentation gives general lesson achievements.

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Finally, the teacher should reintroduce in a summary form the class topics. He/she should as well highlight essential elements learned and advocate for continuous utilization of the taught skill. The task could be accompanied by case referrals for further studies. Typically, lesson planning and insemination for “Self-Determination” in a class of children with disabilities involves optimal interaction between the teacher and the students. The provision allows one-on-one association in teaching and learning new skills (Goodman, Bains & Moussalli, 2010). The lessons are practical oriented and demand student practice of learned skills. Again, skill learning, unlike theoretical classes, needs practice with students requiring opportunities to exercise skills and get chances to raise questions and clarifications. Moreover, due care, diligence, and attention ought to be observed to optimize content delivery (Goodman, Bains & Moussalli, 2010).

Access to General Education

Development of the curriculum has entailed educational needs for children with disabilities (Korinek & Defur, 2016). Various programs have been established to enhance continued support for special needs from early childhood stages to high schools and universities. The curriculum, for instance, has specifically influenced its content to include special education for developmentally challenged children. The curriculum's assessment profile component plays a vital role in assisting teachers to identify children with special needs. The approach has increased the level of identification of children with communication and education-related needs (Lee, Wehmeyer, Palmer, Soukup, & Little, 2008)). Again, the curriculum provides teaching of life skills as an essential element. The provision enhances the teaching of “Self-Determination Skills” throughout the curriculum hence supporting the specific educational needs of children with disabilities. Moreover, the establishment of functional education facilities has improved delivery of general education to students with special needs. Today, the state has approved

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construction of institutions for people with disabilities (Korinek & Defur, 2016). Such undertakings ensure such challenged children (members of the society) have affordable access to general education. Granting and sponsoring such programs in a similar manner has increased their efficacy in delivering educational services to the entire community. On the other hand, not-for-profit organizations have contributed significantly to the advancement of educational services delivery globally. They have as well played an integral role in advocating for educational rights for people with disabilities (Lee et al., 2016).

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