

Self Determination

“Self-Determination focuses on the skills that enable students to advocate effectively for their own needs and goals. Components that are important within self-determination are: self-knowledge, self-advocacy, empowerment, assertiveness, informed decision making, problem solving and goal setting, self-directed and self-regulated behavior.”

Allman, Carol B., et al. ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments. APH Press, 2014.

I can evaluate my strengths and weaknesses and set a personal goal/make a plan to achieve it

Know. Understand. Do.

A framework to guide learning activities

Know (K): Tends to be binary. Either you know it or you don't. Examples: Facts & Dates, Definitions, People & Places




Understand (U): Is a continuum; from novice to advanced. Examples: Big Ideas, Essential Questions, Generalizations.

Do (D): Show they understand and the application of skills/content.

Resources



To submit for the monthly ECC Challenge

	<i>Complete this month's ECC Challenge Worksheet, noting which activities were completed.</i>
	<i>Submit this worksheet to the MSB Outreach ECC Challenge Form. Find the link on the TVI Portal, Eyes on Maryland Newsletter and the MSB website.</i>
	<i>The student and teacher will be entered into this month's raffle!</i>

What do we KUD this month?

October	Student Name: Teacher Name:	Mark if student completes suggested activities
Vocabulary	<ul style="list-style-type: none"> ● preferences ● skills (soft &/or hard) ● goal ● plan ● choices <p>K: Can the student define these words?</p> <p>U: Can the student explain relationships between words and themselves?</p> <p>D: Can the student use these words in conversation or writing? Can the student teach or share these words with someone else?</p>	
Vocabulary/ Materials	<ul style="list-style-type: none"> ● Advocate ● Feedback ● Planner/Calendar ● Action steps <p>K: Can the student define/identify what these are?</p> <p>U: Can the student tell you how they could use them in relation to personal improvement or achieving a goal?</p> <p>D: Can the student determine if these processes would be beneficial for them and explain why?</p>	
Concepts/ Activities Use to teach words, objects, and concepts	<p>K: Create a list of personal strengths and weaknesses (what am I good at, what can I improve?)</p> <p>U: Decide/order which weaknesses could impact your personal or educational performance the most and explain why.</p> <p>D: Choose one area and set a goal for improvement..</p>	
Experiences Complete to connect words, objects, and concepts to everyday experiences.	<ul style="list-style-type: none"> ● Solicit feedback from a teacher or family member on your list of strengths/weaknesses ● Develop an action plan (with steps) for how you will achieve your goal for improvement. ● Create a personal introduction (presentation/one-pager/etc.) that would help teachers/employers know/understand you better ● Evaluate your performance on your action plan and/or personal introduction 	