

## Course Code 7963140 Self-Determination Scope and Sequence Chart

The purpose of this scope and sequence is to support teachers implementing Self-Determination (Course Number 7963140), which includes activities and resources. Students with disabilities may take this course to assist with their own individual transition planning. At district discretion, students may take this course in middle school for high school credit.

Instructional activities involving practical applications of course requirements may occur in home, school, community and employment settings for the purposes of training, practice and validation of skills.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

Timeline	Course Requirements	Competencies/Skills/ Activities	Resources
<b>Weeks 1-5</b>	<p style="text-align: center;"><b>Self-Determination and Self-Advocacy</b></p> <p>2. Identify own interests, strengths, preferences, needs and possible resources.</p> <p>1. Explain how personal abilities and disability impact learning and other areas of life.</p>	<p>Have student take multiple age-appropriate transition assessments</p> <p>Identify strengths and areas in which accommodations are needed</p> <p>Identify present level of performance</p> <p>Identify post-school outcome based on multiple age-appropriate transition assessments</p> <p>Have students review their Individual Educational Plans (IEPs) and locate where their</p>	<p><b>Beyond High School Model</b>  <a href="http://daddcec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/Education_Training_Development_Disabilities/2006v41_Journals/ETDD_200603v41n1p003-013_Infusing_Self-Determination_Into_18-21_Services_Students.pdf">http://daddcec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/Education_Training_Development_Disabilities/2006v41_Journals/ETDD_200603v41n1p003-013_Infusing_Self-Determination_Into_18-21_Services_Students.pdf</a>            Wehmeyer, Garner, Lawrence, Yeager and Davis (2006) developed this multi-stage model of self-determination for students with significant disabilities who are served in 18–21 programs or in postsecondary education.</p> <p><b>BRIGANCE Transition Skills Activities</b>  <a href="http://www.curriculumassociates.com/products/detail.aspx?title=BrigTSA">http://www.curriculumassociates.com/products/detail.aspx?title=BrigTSA</a>            This product helps educators deliver data-driven instruction to build students’ skills in key transition areas. Each lesson includes a variety of activities and modifications to support a broad range of student abilities and interests.</p> <p><b>Career Cruiser Career and Education Planning Guide</b>  <a href="http://www.fldoe.org/policy/pubs/workforce-pubs.stml">http://www.fldoe.org/policy/pubs/workforce-pubs.stml</a></p>

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		<p>personal strengths, interests, aptitudes and abilities are included. <i>Ask:</i> Are these accurate? Are there other pieces of information that should be added?</p> <p>Identify and explain own disability</p> <p>Research own disability and identify interests, strengths, preferences, needs and resources</p>	<p>This guide includes student activities such as quizzes, games and checklists exploring interests, values, skills, motivation and more.</p> <p><b>Career Cruiser Teacher’s Guide</b> <a href="http://www.fldoe.org/workforce/pdf/cruiser_guide.pdf">http://www.fldoe.org/workforce/pdf/cruiser_guide.pdf</a> This guide features educator resources such as Career Cruiser lesson plans and activities.</p> <p><b>Choice Maker Self-Determination Assessment</b> <a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html</a> The Choice Maker Self-Determination Curriculum is designed to teach students to choose, express and take action toward goals in all areas of their lives. Products are primarily used with middle and secondary students who are functioning at independent and supported levels.</p> <p><b>Florida Choices</b> <a href="http://www.flchoices.org">http://www.flchoices.org</a> Student career assessments and resources including interest profiler, workplace skills checklists and online portfolios, among others. The website also includes educator resources, research, white papers and tools for tracking student progress and reporting.</p> <p><b>Index of Learning Styles (ILS)</b> <a href="http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILS_page.html">http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILS_page.html</a> This website links to an online learning style assessment based on the four dimensions of the Felder-Silverman model: active/reflective, sensing/intuitive, visual/verbal and sequential/global. Additional links include validation studies</p>

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			<p>and articles.</p> <p><b>Institute for Learning Styles Research</b>  <a href="http://learningstyles.org/">http://learningstyles.org/</a>            This organization is interested in the science of learning and teaching and are dedicated to fostering research and development in this area, primarily focusing on matching learning styles knowledge with teaching strategies and techniques. There is a modest fee for membership. The website also contains abstracts of research related to learning styles.</p> <p><b>Learning Styles Assessments</b>  <a href="http://www.learningstyles.net/index.php?option=com_content&amp;task=view&amp;id=15&amp;Itemid=197">http://www.learningstyles.net/index.php?option=com_content&amp;task=view&amp;id=15&amp;Itemid=197</a>            This website contains ordering information for online learning styles assessments for ages 7 and up based on the Dunn and Dunn Learning Styles Model. These assessments include immediate activation, centralized administration, technical support, immediate results and several types of report formats.</p> <p><b>ME! Lessons for Teaching Self-Awareness and Self-Advocacy</b>  <a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html</a>            Developed by Cantley, Little and Martin (2010), the ME! Lessons teach valuable self-awareness and self-advocacy skills. Materials include unit overviews, lesson plans, student and teacher materials and additional resources. Educators using the ME! Lessons may modify all lesson materials as needed to better meet individual student and</p>

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			<p>teacher needs. The Word documents and PowerPoint presentations can easily be modified by users, or the entire lesson package is available to download in PDF format.</p> <p><b>Multiple Intelligences</b>  <a href="http://www.thomasarmstrong.com/multiple_intelligences.html">http://www.thomasarmstrong.com/multiple_intelligences.html</a>            This website from the American Institute for Learning and Human Development contains a description of multiple intelligences (MI) and practical examples of applying MI to instructional methods.</p> <p><b>National Gateway to Self-Determination (NGSD)</b>  <a href="http://www.ngsd.org/">http://www.ngsd.org/</a>            The NGSD is a clearinghouse for resources, training and information on promoting self-determination. This website provides a single access for self-advocates, professionals, policymakers, families and the general public on the current best practices and evidence-based activities in enhancing self-determination in the lives of people with intellectual and developmental disabilities.</p> <p><b>National Secondary Transition Technical Assistance Center (NSTTAC) Lesson Plan Starters, Student Development, Life Skills Instruction</b>  <a href="http://www.nsttac.org/content/student-development-0">http://www.nsttac.org/content/student-development-0</a>            The NSTTAC website features lesson plan starters on a variety of topics including self-advocacy, self-determination skills, choice making, decision making and goal setting.</p> <p><b>Person-Centered Planning: A Tool for Transition</b>  <a href="http://www.ncset.org/publications/viewdesc.asp?id=1431">http://www.ncset.org/publications/viewdesc.asp?id=1431</a>            This 2004 Parent Brief developed by the National Center on Secondary Education and Transition (NCSET) provides an</p>

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			<p>overview of person-centered planning, situates PCP within legislation, as well as lists action steps and selected resources for implementation.</p> <p><b>Person-Centered Planning (PCP) Education Site</b>  <a href="http://www.personcenteredplanning.org/">http://www.personcenteredplanning.org/</a>            This website, from the Cornell University Employment and Disability Institute, provides an overview of the person-centered planning process, a self-study course covering the basics of PCP with links and downloadable resources on PCP.</p> <p><b>Project 10: Transition Education Network — Person-Centered Planning</b>  <a href="http://www.project10.info/DetailPage.php?MainPageID=103&amp;PageCategory=A-Z%20Library%20or%20Terms&amp;PageSubCategory=None">http://www.project10.info/DetailPage.php?MainPageID=103&amp;PageCategory=A-Z%20Library%20or%20Terms&amp;PageSubCategory=None</a>            This section of the Project 10 website provides an overview of person-centered planning including definitions of different approaches and resources for implementation.</p> <p><b>Project 10: Transition Education Network — Self-Determination Online Module</b>  <a href="http://project10.info/On-LineTraining.php?PageCategory=On-line%20Training">http://project10.info/On-LineTraining.php?PageCategory=On-line%20Training</a>            This module is intended to introduce exceptional student education (ESE) teachers and transition staff to the basics of evidence-based strategies for developing the self-determination skills of students with disabilities. Objectives include a review of federal and state legislation related to self-determination, definition of key terms and concepts related to the self-determination skills for students with disabilities, outline of the steps of effective self-determination instruction and identification of additional</p>

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			<p>resources for educators. It takes about two hours to complete.</p> <p><b>Project 10: Transition Education Network — Self-Advocacy and Self-Determination</b>  <a href="http://www.project10.info/DetailPage.php?MainPageID=185&amp;PageCategory=Effective Practices in Transition&amp;PageSubCategory=Student Development">http://www.project10.info/DetailPage.php?MainPageID=185&amp;PageCategory=Effective Practices in Transition&amp;PageSubCategory=Student Development</a>            This section of the Project 10 website defines and provides resources for self-advocacy and self-determination, including strategies, assessments, curricula and more.</p> <p><b>Self-Advocacy</b>  <a href="http://canlearnsociety.ca/wp-content/uploads/2013/03/LC_Self-Advocacy_N2.pdf">http://canlearnsociety.ca/wp-content/uploads/2013/03/LC_Self-Advocacy_N2.pdf</a>            This publication, from the Can Learn Society in Alberta, Canada, provides educators with information and activities designed to teach students with learning disabilities and/or Attention Deficit/Hyperactive Disorder (AD/HD) strategies to build self-awareness and self-advocacy skills.</p> <p><b>Self-Determination: Supporting Successful Transition</b>  <a href="http://www.ncset.org/publications/researchtopractice/NCSETRResearchBrief_2.1.pdf">http://www.ncset.org/publications/researchtopractice/NCSETRResearchBrief_2.1.pdf</a>            This 2003 Research to Practice Brief from the National Center on Secondary Education and Transition (NCSET) provides an overview of self-determination, including resources and tips for promoting self-determination for families and professionals.</p> <p><b>Standing Up For Me Curriculum</b>  <a href="http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php">http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php</a>            The Standing Up For Me curriculum was developed in</p>

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			<p>Florida and designed to advance the self-determination and self-advocacy skills of youth in exceptional student education (ESE). The revised 2012 curriculum covers the primary, intermediate, middle and high school grades and includes classroom materials, activities and evaluations. Educators must have attended a train-the-trainer session to access the training and materials. High School Grade Level, Student Profile (5 lessons); Transition Assessment (1 lesson); Understanding Exceptionalities (1 lesson)</p> <p><b>What's Your Learning Style?</b>  <a href="http://www.edutopia.org/multiple-intelligences-learning-styles-quiz">http://www.edutopia.org/multiple-intelligences-learning-styles-quiz</a>            This online learning style "quiz" from the George Lucas Foundation has 24 questions, takes about five minutes to complete and provides a summary report that links to information and "Tips for the Way You Learn." The website also contains articles and resources on multiple intelligences.</p>
	<p>3. Describe factors that impact self-esteem and personal feelings of efficacy.</p> <p>4. Apply strategies to support positive self-esteem and feelings of efficacy in a variety of situations and settings.</p>	<p>Identify positive characteristics of self-esteem and self-efficacy</p> <p>Invite guest speakers, such as disability advocates and former students, to give presentations to students</p> <p>Engage in activities and lessons on self-advocacy and self-determination, including problem-solving, making</p>	<p><b>ARC Self-Determination Scale</b>  <a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale.html</a>            The scale measures strengths and weaknesses of adolescents with disabilities, facilitates student involvement in educational planning and instruction to promote self-determination as an educational outcome, and assesses student self-determination skills for research purposes.</p> <p><b>Be Your Own Best Advocate</b>  <a href="http://www.pacer.org/parent/php/php-c116.pdf">http://www.pacer.org/parent/php/php-c116.pdf</a>            This two-page information sheet, available from the Parent Advocacy Coalition for Educational Rights (PACER) Center, provides eight steps and information designed to</p>

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		<p>decisions, self-advocacy, expressing preferences and needs</p> <p>Have students participate in Community-Based Instruction (CBI), Community Based Vocational Education (CBVE) and/or On-The-Job Training</p>	<p>help students become self-advocates.</p> <p><b>National Gateway to Self-Determination (NGSD)</b>  <a href="http://www.ngsd.org/">http://www.ngsd.org/</a>            The NGSD is a clearinghouse for resources, training and information on promoting self-determination. This site provides a single access for self-advocates, professionals, policy-makers, families and the general public on the current best practices and evidence-based activities in enhancing self-determination in the lives of people with intellectual and developmental disabilities.</p> <p><b>National Secondary Transition Technical Assistance Center (NSTTAC) Lesson Plan Starters, Student Development, Life Skills Instruction</b>  <a href="http://www.nsttac.org/content/student-development-0">http://www.nsttac.org/content/student-development-0</a>            The NSTTAC website features lesson plan starters on a variety of topics including self-advocacy, self-determination skills, choice making, decision making, goal setting and self-awareness.</p> <p><b>Project 10: Transition Education Network — Self-Advocacy and Self-Determination</b>  <a href="http://www.project10.info/DetailPage.php?MainPageID=185&amp;PageCategory=Effective Practices in Transition&amp;PageSubCategory=Student Development">http://www.project10.info/DetailPage.php?MainPageID=185&amp;PageCategory=Effective Practices in Transition&amp;PageSubCategory=Student Development</a>            This section of the website defines and provides resources for self-advocacy and self-determination, including strategies, assessments, curricula and more.</p> <p><b>Self-Advocacy</b>  <a href="http://canlearnsociety.ca/wp-content/uploads/2013/03/LC_Self-Advocacy_N2.pdf">http://canlearnsociety.ca/wp-content/uploads/2013/03/LC_Self-Advocacy_N2.pdf</a>            This publication, from the Can Learn Society in Alberta,</p>

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			<p>Canada, provides educators with information and activities designed to teach students with learning disabilities and/or Attention Deficit/Hyperactive Disorder (AD/HD) strategies to build self-awareness and self-advocacy skills.</p> <p><b>Standing Up For Me Curriculum</b>  <a href="http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php">http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php</a>            The Standing Up For Me curriculum was developed in Florida and designed to advance the self-determination and self-advocacy skills of youth in exceptional student education (ESE). The revised 2012 curriculum covers the primary, intermediate, middle and high school grades and includes classroom materials, activities and evaluations. Educators must have attended a train-the-trainer session to access the training and materials. High School Grade Level, Transition Assessment (1 lesson); Student Profile (5 lessons)</p>
<b>Weeks 6-8</b>	<p align="center"><b>Personal and Social Relationships</b></p> <p>11. Use communication skills that promote positive interpersonal relationships in a variety of situations.</p> <p>12. Identify potential consequences of behavior or communication before interacting with others.</p> <p>13. Model effective conflict resolution strategies and processes.</p>	<p>Identify and apply interpersonal communication skills necessary for community and social activities (e.g., using interpersonal communication skills, responding to humor, responding to criticism)</p> <p>Interact with others appropriately in familiar group situations as well as when participating in organizations (e.g.,</p>	<p><b>Life Centered Education (LCE)</b>  <a href="http://www.cec.sped.org/Publications/LCE-Transition-Curriculum?sc_lang=en">http://www.cec.sped.org/Publications/LCE-Transition-Curriculum?sc_lang=en</a>            LCE is a research-based curriculum intended for students with disabilities that focuses on three critical domains for adult living in the 21<sup>st</sup> century: daily living skills, self-determination and interpersonal skills, and employment skills.</p> <p><b>National Secondary Transition Technical Assistance Center (NSTTAC) Lesson Plan Starters, Student Development, Life Skills Instruction</b>  <a href="http://www.nsttac.org/content/student-development-0">http://www.nsttac.org/content/student-development-0</a>            The NSTTAC website features lesson plan starters on a variety of topics including leisure skills, social skills, choice</p>

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		<p>practicing citizenship, working in groups, workplace, clubs, churches, public or private organizations)</p> <p>Role play appropriate behavior in various settings (e.g., workplace, community settings)</p> <p>Explore various interpersonal relationships and practice appropriate communication skills</p> <p>Practice communication skills (e.g., listening; communicating desires, feelings and needs; responding to communication; using greetings and conversations; giving and receiving feedback; telephone, email and writing etiquette)</p> <p>Identify and use gestures, cues and body language used by self and others</p>	<p>making, decision making, goal setting and self-awareness.</p> <p><b>Project 10: Transition Education Network — Self-Advocacy and Self-Determination</b>  <a href="http://www.project10.info/DetailPage.php?MainPageID=185&amp;PageCategory=Effective Practices in Transition&amp;PageSubCategory=Student Development">http://www.project10.info/DetailPage.php?MainPageID=185&amp;PageCategory=Effective Practices in Transition&amp;PageSubCategory=Student Development</a>            This section of the website defines and provides resources for self-advocacy and self-determination, including strategies, assessments, curricula and more.</p> <p><b>Social Skills: Promoting Positive Behavior, Academic Success, and School Safety</b>  <a href="http://www.nasponline.org/resources/factsheets/socialskills_fs.aspx">http://www.nasponline.org/resources/factsheets/socialskills_fs.aspx</a>            This section of the National Association of School Psychologists (NASP) website focus on social skills including consequences, impact on safety, interventions and examples of evidence-based social skills programs.</p> <p><b>Soft Skills to Pay the Bills</b>  <a href="http://www.dol.gov/odep/topics/youth/softskills/">http://www.dol.gov/odep/topics/youth/softskills/</a>            The Office of Disability Employment Policy (ODEP) in the U.S. Department of Labor has developed a curriculum focused on work readiness and interpersonal (soft) skills for youth ages 14-21, including youth with disabilities.</p>

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		<p>Role play situations, social and business, using phone, email, etc.</p> <p>Have students participate in role play activities, field trips and CBI</p> <p>Create list indicating advantages and disadvantages of participating on social networking sites</p> <p>Rehearse basic interpersonal, conversational, participation, friendship and conflict skills in a variety of areas or settings (e.g., campus, interactions, getting along, making friends, coping)</p> <p>Use behaviors that promote appropriate relationships with peers and other adults (e.g., identifying types of relationships; using interpersonal communication skills; using appropriate</p>	

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		behavior; physical contact, and sexual relationships; conflict resolution; excessive and abusive behaviors)	
<b>Week 9</b>	<p><b>Self-determination and Self-Advocacy</b></p> <p>5. Apply skills of self-advocacy and self-determination as appropriate in a variety of situations, including accessing community resources, requesting accommodations and self-disclosure.</p>	<p>Engage in activities and lessons on self-advocacy and self-determination, including problem-solving, making decisions, self-advocacy, expressing preferences and needs</p> <p>Identify legal rights and responsibilities of employees</p> <p>Identify rights and responsibilities of a person with a disability</p> <p>Identify local agencies that can provide ongoing support after high school</p> <p>Develop a contact sheet with names, phone numbers, email and website addresses</p> <p>Identify areas in need of accommodations</p>	<p><b>The 411 on Disability Disclosure: A Workbook for Youth With Disabilities</b>  <a href="http://www.ncwd-youth.info/411-on-disability-disclosure">http://www.ncwd-youth.info/411-on-disability-disclosure</a>            This workbook is designed for youth and the adults working with them to learn about disability disclosure, make informed decisions about whether or not to disclose their disability and understand how that decision may impact their educational, employment and social lives.</p> <p><b>The 411 on Disability Disclosure: A Workbook for Families, Educators, Youth Service Professionals and Adult Allies Who Care About Youth with Disabilities</b>  <a href="http://www.ncwd-youth.info/411-on-disability-disclosure-for-adults">http://www.ncwd-youth.info/411-on-disability-disclosure-for-adults</a>            This workbook helps adults make informed decisions about teaching a young person about his or her rights and responsibilities in disclosing a disability and supporting a young person in becoming more independent and self-sufficient.</p> <p><b>AIR Self-Determination Scale and Field Hoffman Self-Determination Assessment Battery</b>  <a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html</a>            The Air Self-Determination Assessment focuses on two main components: capacity and opportunity. This scale is available free of charge in a variety of formats.</p>

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		<p>Role play requesting accommodations</p> <p>Have students develop resource maps, then use to identify one agency where they will schedule an appointment to speak with someone (e.g. VR, Agency for Persons with Disabilities, One-Stop Career Center, Center for Independent Living)</p> <p>T-Chart for “What Works” and “What Doesn’t Work”—include environment, supports, strategies, time of day, type of work activities, etc.</p> <p>Identify local community resources, as appropriate in a variety of situations</p> <p>Identify and use equipment and supplies appropriately and correctly including technology</p>	<p><b>Beyond High School Model</b>  <a href="http://daddceec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/Education_Training_Development_Disabilities/2006v41_Journals/ETDD_200603v41n1p003-013_Infusing_Self-Determination_Into_18-21_Services_Students.pdf">http://daddceec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/Education_Training_Development_Disabilities/2006v41_Journals/ETDD_200603v41n1p003-013_Infusing_Self-Determination_Into_18-21_Services_Students.pdf</a>            Wehmeyer, Garner, Lawrence, Yeager and Davis (2006) developed this multi-stage model of self-determination for students with significant disabilities who are served in 18–21 programs or in postsecondary education.</p> <p><b>Cyber Disclosure for Youth with Disabilities</b>  <a href="http://www.ncwd-youth.info/cyber-disclosure">http://www.ncwd-youth.info/cyber-disclosure</a>            This supplement to <i>The 411 on Disability Disclosure: A Workbook for Youth with Disabilities</i> provides suggestions for making informed decisions about disclosing disabilities online and for managing disclosure online.</p> <p><b>FYI Transition: Self-Determination Resources</b>  <a href="http://www.fyitransition.com/Minicourses/selfdetermination/selfdetermination6.html">http://www.fyitransition.com/Minicourses/selfdetermination/selfdetermination6.html</a>            This list provides self-determination resources and curricula, including a brief description and publisher information.</p> <p><b>Project 10: Transition Education Network — Self-Advocacy and Self-Determination</b>  <a href="http://www.project10.info/DetailPage.php?MainPageID=185&amp;PageCategory=Effective%20Practices%20in%20Transition&amp;PageSubCategory=Student%20Development">http://www.project10.info/DetailPage.php?MainPageID=185&amp;PageCategory=Effective%20Practices%20in%20Transition&amp;PageSubCategory=Student%20Development</a>            This section of the website defines and provides resources for self-advocacy and self-determination, including strategies, assessments, curricula and more.</p>

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			<p><b>Project 10: Transition Education Network — District Resources</b>  <a href="http://www.project10.info/DistrictFlorida.php">http://www.project10.info/DistrictFlorida.php</a>            Project 10 provides contact information and brief descriptions for six categories of resources related to the transition of students with disabilities: the local school district, employment, colleges and universities, local agencies, students and families, and promising practices.</p> <p><b>National Gateway to Self-Determination (NGSD)</b>  <a href="http://www.ngsd.org/">http://www.ngsd.org/</a>            The NGSD is a clearinghouse for resources, training and information on promoting self-determination. This site provides a single access for self-advocates, professionals, policy-makers, families and the general public on the current best practices and evidence-based activities in enhancing self-determination in the lives of people with intellectual and developmental disabilities.</p> <p><b>Standing Up For Me Curriculum</b>  <a href="http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php">http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php</a>            The Standing Up For Me curriculum was developed in Florida and designed to advance the self-determination and self-advocacy skills of youth in exceptional student education (ESE). The revised 2012 curriculum covers the primary, intermediate, middle and high school grades and includes classroom materials, activities and evaluations. Educators must have attended a train-the-trainer session to access the training and materials. High School Grade Level, Student Profile (5 lessons); Student Rights and Responsibilities (2 lessons)</p>
<b>Weeks</b>	<b>Choice Making and Motivation</b>		

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10-18	<p>6. Make choices based on determination of strengths, interests and needs; review of possible options; and consideration of consequences in a variety of situations.</p> <p>7. Assess how internal and external motivation drives personal effort.</p> <p>8. Employ self-motivation techniques, such as making a list, setting goals and rewarding accomplishments.</p>	<p>Identify personal goals</p> <p>Use a systematic approach to making decisions about personal goals and activities</p> <p>Have students participate in role play activities, field trips and CBI</p> <p>Develop and revisit their own future plan, including program of study and career plan</p> <p>Invite guest speakers, such as disability advocates and former students, to give presentations to students</p> <p>Identify positive characteristics of self-esteem and self-efficacy</p> <p>Use behaviors that enhance self-control, self-reliance and self-esteem</p> <p>Observe student developing a list of needed steps to</p>	<p><b>AIR Self-Determination Scale and Field Hoffman Self-Determination Assessment Battery</b>  <a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html</a>            The Air Self-Determination Assessment focuses on two main components: capacity and opportunity. The scale is available free of charge in a variety of forms.</p> <p><b>Child Preference Indicators (CPI)</b>  <a href="http://www.ou.edu/content/dam/Education/documents/child-preference-indicators.pdf">http://www.ou.edu/content/dam/Education/documents/child-preference-indicators.pdf</a>            CPI was designed by the Center for Learning and Leadership at Oklahoma University's Center for Excellence in Developmental Disabilities (UCEDD) to be a user-friendly tool for developing individualized learning plans using information that formal assessments do not usually address. The CPI can be used to identify and communicate information about what motivates a student and to identify his or her preferences.</p> <p><b>ChoiceMaker Self-Determination Assessment</b>  <a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html</a>            The ChoiceMaker Self-Determination Curriculum is designed to teach students to choose, express and take action toward goals in all areas of their lives. Products are primarily used with middle and secondary students who are functioning at independent and supported levels.</p> <p><b>Make Up Your Mind — Improving Decision-Making Skills</b>  <a href="http://ufdc.ufl.edu/IR00002569/00001">http://ufdc.ufl.edu/IR00002569/00001</a></p>

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		<p>complete goal</p> <p>Identify barriers to employment as well as agencies that can help remove barriers to employment</p>	<p>This resource from the University of Florida, Institute of Food and Agricultural Sciences (IFAS), deals with making up your mind and improving decision-making skills.</p> <p><b>ME! Lessons for Teaching Self-Awareness and Self-Advocacy</b>  <a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html</a></p> <p>Developed by Cantley, Little and Martin (2010), the ME! Lessons teach valuable self-awareness and self-advocacy skills. Materials include unit overviews, lesson plans, student and teacher materials and additional resources. Educators using the ME! Lessons may modify all lesson materials as needed to better meet individual student and teacher needs. The Word documents and PowerPoint presentations can easily be modified by users, or the entire lesson package is available to download in PDF format.</p> <p><b>National Secondary Transition Technical Assistance Center (NSTTAC) Lesson Plan Starters, Student Development, Life Skills Instruction</b>  <a href="http://www.nsttac.org/content/student-development-0">http://www.nsttac.org/content/student-development-0</a></p> <p>The NSTTAC website features lesson plan starters on a variety of topics including leisure skills, social skills, choice making, decision making, goal setting and self-awareness.</p> <p><b>Person-Centered Planning: A Tool for Transition</b>  <a href="http://www.ncset.org/publications/viewdesc.asp?id=1431">http://www.ncset.org/publications/viewdesc.asp?id=1431</a></p> <p>This 2004 Parent Brief developed by the National Center on Secondary Education and Transition (NCSET) provides an overview of person-center planning, situates PCP within legislation, as well as lists action steps and selected</p>

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			<p>resources for implementation.</p> <p><b>Person-Centered Planning (PCP) Education Site</b>  <a href="http://www.personcenteredplanning.org/">http://www.personcenteredplanning.org/</a>            This website, from the Cornell University Employment and Disability Institute, provides an overview of the person-centered planning process, a self-study course covering the basics of PCP with links and downloadable resources on PCP.</p> <p><b>Personal Preference Indicators (PPI)</b>  <a href="http://www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf">http://www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf</a>            PPI was designed by the Center for Learning and Leadership at Oklahoma’s UCEDD to enable the planning team to identify and focus on interests and preferences connected to choice-making activities, person-centered planning and self-determination instructional efforts. Family members, friends, knowledgeable professionals and the young person with a disability use the PPI to develop education, transition, employment, or health management plans and to collect information that links personal preferences to competencies and strengths.</p> <p><b>Project 10: Transition Education Network — Person-Centered Planning</b>  <a href="http://www.project10.info/DetailPage.php?MainPageID=103&amp;PageCategory=A-Z%20Library%20or%20Terms&amp;PageSubCategory=None">http://www.project10.info/DetailPage.php?MainPageID=103&amp;PageCategory=A-Z%20Library%20or%20Terms&amp;PageSubCategory=None</a>            This section of the Project 10 website provides an overview of person-center planning including definitions of different approaches and resources for implementation.</p>

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			<p><b>Promoting Casual Agency: Self-Determined Learning Model of Instruction (SDLMI)</b>  <a href="http://www.beachcenter.org/Research/FullArticles/PDF/SD9A_Promoting%20Casual%20Agency.pdf">http://www.beachcenter.org/Research/FullArticles/PDF/SD9A_Promoting%20Casual%20Agency.pdf</a>            The SDLMI is a research-based model with three instructional phases (setting a goal, taking action and adjusting the goal or plan) that are teacher-directed and focused on student problem-solving.</p> <p><b>Self-Advocacy Strategy for Education and Transition Planning</b>  <a href="http://www.nsttac.org/sites/default/files/assets/pdf/SAS(moderate).final.pdf">http://www.nsttac.org/sites/default/files/assets/pdf/SAS(moderate).final.pdf</a>            This evidence-based motivation and self-advocacy strategy uses the acronym, "I PLAN," to describe five steps students can take to actively participate in IEP and other educational meetings.</p> <p><b>Self-Determined Learning Model of Instruction (SDLMI)</b>  <a href="http://www.beachcenter.org/wisdom_based_action/the_self-determined_learning_model_of_instruction/default.aspx?JScrip=1">http://www.beachcenter.org/wisdom_based_action/the_self-determined_learning_model_of_instruction/default.aspx?JScrip=1</a>            The Self-Determined Learning Model of Instruction (SDLMI) (Wehmeyer et al., 2000) is an instructional model that teaches students to engage in self-regulated and self-directed learning.</p> <p><b>Standing Up For Me Curriculum</b>  <a href="http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php">http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php</a>            The Standing Up For Me curriculum was developed in Florida and designed to advance the self-determination and self-advocacy skills of youth in exceptional student education (ESE). The revised 2012 curriculum covers the</p>

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			<p>primary, intermediate, middle and high school grades and includes classroom materials, activities and evaluations. Educators must have attended a train-the-trainer session to access the training and materials. High School Grade Level, Transition Assessment (1 lesson); Student Profile (5 lessons); Planning for the Future (3 lessons); Personal Goal Setting (1 lesson)</p> <p><b>Using the Self-Determined Learning Model of Instruction (SDLMI) to Teach Goal Attainment</b>  <a href="http://www.nsttac.org/sites/default/files/assets/pdf/Using%20SDLMI.final.pdf">http://www.nsttac.org/sites/default/files/assets/pdf/Using%20SDLMI.final.pdf</a>            This NSTTAC evidence-based handout explains the use of SDLMI to engage students in self-directed and self-regulated learning.</p> <p><b>Zarrow Center for Learning Enrichment</b>  <a href="http://www.ou.edu/education/centers-and-partnerships/zarrow.html">http://www.ou.edu/education/centers-and-partnerships/zarrow.html</a>            The Zarrow Center facilitates successful secondary and postsecondary educational, vocational and personal outcomes for students and adults with disabilities through self-determination oriented evaluation, research, development, transition education instruction and dissemination of best educational and support practices.</p>
<b>Weeks 19-27</b>	<p><b>Personal and Career Planning</b></p> <p>14. Use a systematic planning process to establish and revise short- and long-term goals.</p>	<p>Identify personal goals</p> <p>Observe student developing a list of needed steps to complete goal</p>	<p><b>The 411 on Disability Disclosure: A Workbook for Youth With Disabilities</b>  <a href="http://www.ncwd-youth.info/411-on-disability-disclosure">http://www.ncwd-youth.info/411-on-disability-disclosure</a>            This workbook is designed for youth and the adults working with them to learn about disability disclosure, make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment and social lives.</p>

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		<p>Identify which services will assist with short- and long-term goals</p> <p>Request assistance from the Florida Inclusion Network (FIN) facilitators or Center for Autism and Related Disabilities (CARD) representatives in order to teach students how to develop their own Planning Alternative Tomorrows with Hope (PATH)</p> <p>Ensure that goal setting and an action plan are utilized, which may include person-centered planning</p> <p>Use a planning process to establish and revise educational and career goals</p> <p>Apply planning processes in establishing and revising personal and career goals</p> <p>Use a systematic</p>	<p><b>The 411 on Disability Disclosure: A Workbook for Families, Educators, Youth Service Professionals and Adult Allies Who Care About Youth with Disabilities</b>  <a href="http://www.ncwd-youth.info/411-on-disability-disclosure-for-adults">http://www.ncwd-youth.info/411-on-disability-disclosure-for-adults</a>            This workbook helps adults make informed decisions about teaching a young person about his or her rights and responsibilities in disclosing a disability and supporting a young person in becoming more independent and self-sufficient.</p> <p><b>Beyond High School Model</b>  <a href="http://daddcec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/Education_Training_Development_Disabilities/2006v41_Journals/ETDD_200603v41n1p003-013_Infusing_Self-Determination_Into_18-21_Services_Students.pdf">http://daddcec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/Education_Training_Development_Disabilities/2006v41_Journals/ETDD_200603v41n1p003-013_Infusing_Self-Determination_Into_18-21_Services_Students.pdf</a>            Wehmeyer, Garner, Lawrence, Yeager and Davis (2006) developed this multi-stage model of self-determination for students with significant disabilities who are served in 18–21 programs or in postsecondary education.</p> <p><b>ChoiceMaker Self-Determination Assessment</b>  <a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html</a>            The ChoiceMaker Self-Determination Curriculum is designed to teach students to choose, express and take action toward goals in all areas of their lives. Products are primarily used with middle and secondary students who are functioning at independent and supported levels.</p>

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		<p>approach to making decisions about personal goals and activities</p> <p>Develop career plan to include the academic plan to reach career goal</p> <p>Explore the resources on the Project 10:Transition Education Network website regarding person-centered planning</p> <p>Complete mobility training, including use of local buses, taxis, bicycle and/or walking</p> <p>Identify job preference, education and training needed, types of leisure and community involvement they will participate in after graduation</p>	<p><b>I'm Determined</b>  <a href="http://www.IMDetermined.org/">http://www.IMDetermined.org/</a>            This website contains a number of resources from the Virginia Department of Education's Self -Determination Project including curriculum modules, films, plans and tools such as templates for goal setting and student involvement in transition planning.</p> <p><b>It's My Choice, Minnesota Governor's Council on Developmental Disabilities</b>  <a href="http://www.mnddc.org/extra/publications/choice/Its_My_Choice.pdf">http://www.mnddc.org/extra/publications/choice/Its_My_Choice.pdf</a>            This informational guide, developed by the Minnesota Governor's Council on Developmental Disabilities, was written for use by people with developmental disabilities and their advocates and addresses transition planning, including independent living, employment and self-advocacy, among others.</p> <p><b>More Than Just a Job: Person-Centered Career Planning</b>  <a href="http://www.communityinclusion.org/article.php?article_id=16">http://www.communityinclusion.org/article.php?article_id=16</a>            This Institute Brief (2003) from the Institute for Community Inclusion provides an overview of person-centered career planning including steps, examples and resources.</p> <p><b>Person-Centered Planning: A Tool for Transition</b>  <a href="http://www.ncset.org/publications/viewdesc.asp?id=1431">http://www.ncset.org/publications/viewdesc.asp?id=1431</a>            This 2004 Parent Brief developed by the National Center on Secondary Education and Transition (NCSET) provides an overview of person-center planning, situates PCP within legislation, as well as lists action steps and selected resources for implementation.</p>

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			<p><b>Person-Centered Planning (PCP) Education Site</b>  <a href="http://www.personcenteredplanning.org/">http://www.personcenteredplanning.org/</a>            This website, from the Cornell University Employment and Disability Institute, provides an overview of the person-centered planning process, a self-study course covering the basics of PCP with links and downloadable resources on PCP.</p> <p><b>Person-Centered Planning (PCP), National Parent Center on Transition and Employment</b>  <a href="http://www.pacer.org/tatra/resources/personal.asp">http://www.pacer.org/tatra/resources/personal.asp</a>            This section of the PACER Center website provides information on PCP, including the purpose, who should be involved, when it should take place, as well as tools and online resources.</p> <p><b>Project 10: Transition Education Network — Person-Centered Planning</b>  <a href="http://www.project10.info/DetailPage.php?MainPageID=103&amp;PageCategory=A-Z%20Library%20or%20Terms&amp;PageSubCategory=None">http://www.project10.info/DetailPage.php?MainPageID=103&amp;PageCategory=A-Z%20Library%20or%20Terms&amp;PageSubCategory=None</a>            This section of the Project 10 website provides an overview of person-center planning including definitions of different approaches and resources for implementation.</p> <p><b>Promoting Casual Agency: The Self-Determined Learning Model of Instruction (SDLMI)</b>  <a href="http://www.beachcenter.org/Research/FullArticles/PDF/SD9A_Promoting%20Casual%20Agency.pdf">http://www.beachcenter.org/Research/FullArticles/PDF/SD9A_Promoting%20Casual%20Agency.pdf</a>            The SDLMI is a research-based model with three instructional phases (setting a goal, taking action and adjusting the goal or plan) that are teacher-directed and focused on student problem-solving.</p>

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			<p><b>Standing Up For Me Curriculum</b>  <a href="http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php">http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php</a>            The Standing Up For Me curriculum was developed in Florida and designed to advance the self-determination and self-advocacy skills of youth in exceptional student education (ESE). The revised 2012 curriculum covers the primary, intermediate, middle and high school grades and includes classroom materials, activities and evaluations. Educators must have attended a train-the-trainer session to access the training and materials. High School Grade Level, Planning for the Future (3 lessons); Personal Goal Setting (1 lesson)</p> <p><b>Transition of Students With Disabilities To Postsecondary Education: A Guide for High School Educators</b>  <a href="http://www2.ed.gov/about/offices/list/ocr/transitionguide.html">http://www2.ed.gov/about/offices/list/ocr/transitionguide.html</a>            The purpose of this guide, developed by the U.S. Department of Education’s Office of Civil Rights (OCR), is to provide high school educators with answers to questions students with disabilities may have as they get ready to move to the postsecondary education environment.</p>
	<p>15. Explain high school diploma options and requirements and their impact on postsecondary education/training and career options.</p>	<p>Identify job preference, education and training needed, types of leisure and community involvement they will participate in after graduation</p>	<p><b>Career Assessment Inventory (CAI)</b>  <a href="http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAg112">http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAg112</a>            The CAI is an occupational interest inventory for college-bound and non-college bound individuals and is available in paper-and-pencil, internet and computer-based versions.</p>

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		<p>Use Florida Choices to update postsecondary plan</p> <p>Plan for graduation, including</p> <ul style="list-style-type: none"> <li>- FCAT &amp; End-of-course assessment waivers</li> <li>- Certificate of completion</li> <li>- State of FL Diploma/ General Educational Development (GED)</li> </ul> <p>Identify any specific education needed for selected career</p> <p>Research career clusters</p> <p>Identify specific skills needed and level of education for each selected job</p> <p>Partner with the guidance counselor and other supports (parents, etc.) to assist the students in completing their personal/career plan</p>	<p><b>Career Cluster Interest Survey</b>  <a href="http://www.okcareertech.org/educators/career-and-academic-connections/guidance-and-counseling">http://www.okcareertech.org/educators/career-and-academic-connections/guidance-and-counseling</a>            This website, from Oklahoma CareerTech, features an informal career exploration survey as well as other career planning resources and handouts.</p> <p><b>Career Cruiser Career and Education Planning Guide</b>  <a href="http://www.fldoe.org/policy/pubs/workforce-pubs.stml">http://www.fldoe.org/policy/pubs/workforce-pubs.stml</a>            Student activities in this publication include checklists, games and information on "cool jobs", career clusters, career and technical education and more.</p> <p><b>Career Cruiser Teacher's Guide</b>  <a href="http://www.fldoe.org/policy/pubs/workforce-pubs.stml">http://www.fldoe.org/policy/pubs/workforce-pubs.stml</a>            This guide contains Career Cruiser lesson plans and activities.</p> <p><b>CPALMS (Collaborate Plan Align Learn Motivate Share)</b>  <a href="http://www.cpalms.org/Standards/FLStandardSearch.aspx">http://www.cpalms.org/Standards/FLStandardSearch.aspx</a>            CPALMS enables educators to browse or search the Florida Standards, including lesson plans and resources.</p> <p><b>Decision-Making Lesson Plans</b>  <a href="http://www.technology.com/teachers/lesson_plans/health/decisions/">http://www.technology.com/teachers/lesson_plans/health/decisions/</a>            This website features links to lesson plans related to decision making.</p> <p><b>Enderle-Severson Transition Rating (ESTR) Scales</b>  <a href="http://www.estr.net">www.estr.net</a>            ESTR Publications provides transition assessment instruments for learners with mild disabilities and moderate to severe disabilities to include parent forms for gathering</p>

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		<p>Explore via Internet, guest speakers and campus visits of postsecondary options and requirements and the impact of selection on post-school career options</p> <p>Develop a future plan including program of study and career plan</p>	<p>information about learners in non-school environments.</p> <p><b>Florida Bar Association. (2009, September). <i>Legal guide for new adults</i>. Tallahassee, FL: Author.</b>  <a href="http://www.floridabar.org/tfb/TFBConsum.nsf/48e76203493b82ad852567090070c9b9/34557641d4c2f7c885256b2f006c5753?OpenDocument">http://www.floridabar.org/tfb/TFBConsum.nsf/48e76203493b82ad852567090070c9b9/34557641d4c2f7c885256b2f006c5753?OpenDocument</a>            This guide details the legal requirements for new adults, including information on credit, driving, employment, marriage and voting, among others. This guide is also available in Spanish.</p> <p><b>Florida Choices</b>  <a href="http://www.flchoices.org">http://www.flchoices.org</a>            This website contains resources on planning for high school, postsecondary education and careers for students at the middle school, high school and postsecondary as well as for parents and educators.</p> <p><b>Going to College: A Resource for Teens with Disabilities</b>  <a href="http://www.going-to-college.org/index.html">http://www.going-to-college.org/index.html</a>            Developed by the Virginia Commonwealth University, this website helps high school students with disabilities get a head start in planning for college. This interactive website has three main sections, each with Top 10 Tips and question/answer sections to develop goals.</p> <p><b>Graduation Requirements</b>  <a href="http://www.fldoe.org/academics/graduation-requirements/index.shtml">http://www.fldoe.org/academics/graduation-requirements/index.shtml</a>            This section of the Florida Department of Education (FDOE) website contains information on graduation requirements and diploma designations.</p>

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			<p><b>I'm Determined</b>  <a href="http://www.IMDetermined.org/">http://www.IMDetermined.org/</a>            This website contains a number of resources from the Virginia Department of Education's Self-Determination Project including curriculum modules, films, plans and tools such as templates for goal setting and student involvement in transition planning.</p> <p><b>Informal Assessments for Transition Series</b>  <a href="http://www.proedinc.com/customer/ProductView.aspx?ID=4370&amp;sSearchWord=transition+assessments">http://www.proedinc.com/customer/ProductView.aspx?ID=4370&amp;sSearchWord=transition+assessments</a>            This combo kit, from ProEd, includes Informal Assessments for Transition: Employment and Career Planning, Independent Living and Community Participation and Postsecondary Education and Training.</p> <p><b>Life-Centered Education (LCE)</b>  <a href="http://www.cec.sped.org/Publications/LCE-Transition-Curriculum?sc_lang=en">http://www.cec.sped.org/Publications/LCE-Transition-Curriculum?sc_lang=en</a>            LCE is a research-based curriculum intended for students with disabilities that focuses on three critical domains for adult living in the 21<sup>st</sup> century: daily living skills, self-determination and interpersonal skills, and employment skills.</p> <p><b>Make Up Your Mind — Improving Decision-Making Skills</b>  <a href="http://ufdc.ufl.edu/IR00002569/00001">http://ufdc.ufl.edu/IR00002569/00001</a>            This resource from the University of Florida, Institute of Food and Agricultural Sciences (IFAS), deals with making up your mind and improving decision-making skills.</p>

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			<p><b>Microcomputer Evaluation of Careers and Academics (MECA) System</b>  <a href="http://www.conovercompany.com/education/meca/">http://www.conovercompany.com/education/meca/</a>            This system is an age-appropriate transition, career exploration, career assessment and vocational assessment system related to training, education and employment.</p> <p><b>National Secondary Transition Technical Assistance Center (NSTTAC) Lesson Plan Starters, Student Development, Life Skills Instruction</b>  <a href="http://www.nsttac.org/content/student-development-0">http://www.nsttac.org/content/student-development-0</a>            The NSTTAC website features lesson plan starters on a variety of topics including self-advocacy, self-determination skills, choice making, decision making, goal setting and self-awareness.</p> <p><b>Navigating Your IEP: Are you on the right track towards your future?</b>  <a href="http://www.familycafe.net/images/stories/pdffiles/navigating%20your%20iep%202-25-10.pdf">http://www.familycafe.net/images/stories/pdffiles/navigating%20your%20iep%202-25-10.pdf</a>            This guide from the Florida Youth Council is written by youth for youth. It explains what the Individual Educational Plan (IEP) is, why it is important and how students with disabilities can take charge of their IEP process.</p> <p><b>Next S.T.E.P. (Student Transition and Educational Planning)</b>  <a href="http://www.proedinc.com/customer/ProductView.aspx?ID=3485">http://www.proedinc.com/customer/ProductView.aspx?ID=3485</a>            This curriculum and instructional program is designed to teach students to engage successfully in self-directed transition planning.</p>

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			<p><b>Project 10: Transition Education Network – Career Development</b>  <a href="http://www.project10.info/DetailPage.php?MainPageID=118&amp;PageCategory=Career%20Development&amp;PageSubCategory=Assess">http://www.project10.info/DetailPage.php?MainPageID=118&amp;PageCategory=Career%20Development&amp;PageSubCategory=Assess</a>            This section of the Project 10 website lists a range of resources related to career development and employment, including a listing of resources and various assessments</p> <p><b>Project 10: Transition Education Network – Employment</b>  <a href="http://www.project10.info/Employment.php">http://www.project10.info/Employment.php</a>            This section of the Project 10 website provides information and resources for school professionals, students and families, on the stages of secondary and postsecondary employment, such as job searching, job development and applying for a job.</p> <p><b>Project 10: Transition Education Network – Postsecondary Education</b>  <a href="http://www.project10.info/PostsecondaryEducation.php">http://www.project10.info/PostsecondaryEducation.php</a>            This section of the Project 10 website provides resources for school professionals, as well as students and families, on the postsecondary options for youth with disabilities.</p> <p><b><i>SIMPLY Careers! Helping Students with Disabilities Effectively Plan their Futures through Comprehensive Career Development: A Guide for Persons Involved in Transition Planning</i></b>  <a href="http://info.fl DOE.org/docushare/dsweb/Get/Document-1415/SIMPLYatt.pdf">http://info.fl DOE.org/docushare/dsweb/Get/Document-1415/SIMPLYatt.pdf</a>            This guide contains information on career assessment, career focus areas, career research and pathways, career planning and decision-making, support services, training,</p>

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			<p>work-based learning, career portfolios and more.</p> <p><b>Soft Skills to Pay the Bills</b>  <a href="http://www.dol.gov/odep/topics/youth/softskills/">http://www.dol.gov/odep/topics/youth/softskills/</a>            The Office of Disability Employment Policy (ODEP) in the U.S. Department of Labor has developed a curriculum focused on work readiness and interpersonal (soft) skills for youth ages 14-21, including youth with disabilities.</p> <p><b>Solve Problems and Make Decisions</b>  <a href="http://literacy.kent.edu/eureka/strategies/solve_problems_decisions.html">http://literacy.kent.edu/eureka/strategies/solve_problems_decisions.html</a>            This list of resources, from the Ohio Literacy Resource Center, features links to teaching strategies for solving problems and making decisions.</p> <p><b>Standing Up For Me Curriculum</b>  <a href="http://project10.info/SUFMLogin.php?accesscheck=%2FSUFML.php">http://project10.info/SUFMLogin.php?accesscheck=%2FSUFML.php</a>            The Standing Up For Me curriculum was developed in Florida and designed to advance the self-determination and self-advocacy skills of youth in exceptional student education (ESE). The revised 2012 curriculum covers the primary, intermediate, middle and high school grades and includes classroom materials, activities and evaluations. Educators must have attended a train-the-trainer session to access the training and materials. High School Grade Level, Planning for the Future (3 lessons); High School Planning (1 lesson); Graduation Options (1 lesson)</p> <p><b>Talent Assessment, Inc., Practical Assessment Exploration System (PAES) Lab</b>  <a href="http://www.talentassessment.com/files/629.pdf">http://www.talentassessment.com/files/629.pdf</a>            PAES Lab is a work development transition curriculum that</p>

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			<p>provides work and life skill training, vocational work assessment, work exploration, data collection and an accurate description of student performance and employment potential.</p> <p><b>Talent Assessment, Inc., Program Overview</b>  <a href="http://www.talentassessment.com/files/462.pdf">http://www.talentassessment.com/files/462.pdf</a>            This webpage outlines the programs offered from Talent Assessment that are related to career exploration, life skills and work behavior development, vocational assessment and career planning and job placement.</p> <p><b>Ten Sigma TRAX Online Transition System</b>  <a href="http://tensigma.org/TraxMain">http://tensigma.org/TraxMain</a>            The TRAX Online Transition System is a comprehensive transition system for students with disabilities that include modules for transition surveys, rubrics, activities, plans with multiple year progress reports, annual goal management and data collection.</p> <p><b>Transition Behavior Scale. Third Edition (TBS-3)</b>  <a href="http://www.hawthorne-ed.com/pages/transition/t2.html">http://www.hawthorne-ed.com/pages/transition/t2.html</a>            The TBS-3 was developed as a measure of a student's readiness for transition to employment and independent living and includes subscale measures of a student's behavior in the areas of work-related activities, interpersonal relations and social/community expectations.</p> <p><b><i>Transition Planning for Students with Disabilities: A Guide for Families</i></b>  <a href="http://project10.info/Publications.php">http://project10.info/Publications.php</a>            This is a guide to planning for the successful transition of a student with disabilities from school to adult life for families of Florida's students.</p>

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			<p><b>Transition Planning Inventory, Second Edition (TPI-2)</b>  <a href="http://www.proedinc.com/customer/ProductView.aspx?ID=6063">http://www.proedinc.com/customer/ProductView.aspx?ID=6063</a>                      The TPI-2, from ProEd, provides school personnel with a systematic way to address critical transition planning areas and to account for an individual student's preferences, interests, strengths and needs.</p> <p><b>TEACCH Transition Assessment Profile, Second Edition (TTAP-CV)</b>  <a href="http://www.proedinc.com/customer/ProductView.aspx?ID=5089&amp;sSearchWord=teacch">http://www.proedinc.com/customer/ProductView.aspx?ID=5089&amp;sSearchWord=teacch</a>                      This computer version of the TTAP, from ProEd, is designed to support the development and documentation of goals for transition planning and career/job training.</p> <p><b>U.S. Department of Education. (2010, February). <i>Family Educational Rights and Privacy Act (FERPA)</i>. Washington, DC: Author.</b>  <a href="http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html">http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html</a>                      The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.</p> <p><b>Way To Go, Rhode Island</b>  <a href="http://www.waytogori.org">http://www.waytogori.org</a>                      This website, from the state of Rhode Island Higher Education Assistance Authority, has resources for all ages, including resources and activities for high school, college, and career planning.</p>
	17. Explain the components of own IEP.	Observe student preparing for the IEP	<p><b>ChoiceMaker Self-Determination Assessment</b>  <a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-</a></p>

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	<p>16. Participate effectively in own IEP meeting for transition planning.</p>	<p>Demonstrate an understanding of a transition IEP</p> <p>Identify members of their transition team</p> <p>Learn about the age of majority status and how to exercise rights and responsibilities of employment, including compliance with labor laws</p> <p>Have students review their individual educational plans (IEPs) and locate where their personal strengths, interests, aptitudes and abilities are included. <i>Ask: are these accurate? Are there other pieces of information that should be added?</i></p>	<p><a href="#">tools.html</a> The ChoiceMaker Self-Determination Curriculum is designed to teach students to choose, express and take action toward goals in all areas of their lives. Products are primarily used with middle and secondary students who are functioning at independent and supported levels.</p> <p><b>I'm Determined</b> <a href="http://www.IMDetermined.org/">http://www.IMDetermined.org/</a> This website contains a number of resources from the Virginia Department of Education's Self- Determination Project including curriculum modules, films, plans and tools such as templates for goal setting and student involvement in transition planning.</p> <p><b>Navigating Your IEP: Are you on the right track towards your future?</b> <a href="http://www.familycafe.net/images/stories/pdffiles/navigating%20your%20iep%202-25-10.pdf">http://www.familycafe.net/images/stories/pdffiles/navigating%20your%20iep%202-25-10.pdf</a> This guide from the Florida Youth Council is written by youth for youth. It explains what the Individual Educational Plan (IEP) is, why it is important and how students with disabilities can take charge of their IEP process.</p> <p><b>Next S.T.E.P. (Student Transition and Educational Planning)</b> <a href="http://www.proedinc.com/customer/ProductView.aspx?ID=3485">http://www.proedinc.com/customer/ProductView.aspx?ID=3485</a> This curriculum and instructional program is designed to teach students to engage successfully in self-directed transition planning.</p> <p><b>Self-Advocacy Strategy for Education and Transition Planning</b></p>

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			<p><a href="http://www.nsttac.org/sites/default/files/assets/pdf/SAS(moderate).final.pdf">http://www.nsttac.org/sites/default/files/assets/pdf/SAS(moderate).final.pdf</a> This evidence-based motivation and self-advocacy strategy uses the acronym, "I PLAN," to describe five steps students can take to actively participate in IEP and other educational meetings.</p> <p><b>Standing Up For Me Curriculum</b> <a href="http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php">http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php</a> The Standing Up For Me curriculum was developed in Florida and designed to advance the self-determination and self-advocacy skills of youth in exceptional student education (ESE). The revised 2012 curriculum covers the primary, intermediate, middle and high school grades and includes classroom materials, activities and evaluations. Educators must have attended a train-the-trainer session to access the training and materials. High School Grade Level, What Is an IEP? (2 lessons); What is a Team? (1 lesson); Planning for the Future (3 lessons); Student Rights and Responsibilities (2 lessons); High School Planning (1 lesson)</p> <p><b>Transfer of Rights — Age of Majority Memorandum</b> <a href="http://www.project10.info/files/AgeofMajorityMemo05-35_1_.pdf">http://www.project10.info/files/AgeofMajorityMemo05-35_1_.pdf</a> This Bureau of Exceptional Education and Student Services (BEES) Memorandum K12: 2005-35 from April 1, 2005 provides guidance to districts on the transfer of rights to students reaching the age of majority, including a summary of statutory requirements, recommendations for district implementation and a sample notice for parents and students.</p>

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			<p><b><i>Transition Planning for Students with Disabilities: A Guide for Families</i></b>  <a href="http://project10.info/Publications.php">http://project10.info/Publications.php</a>            This is a guide to planning for the successful transition of a student with disabilities from school to adult life for families of Florida’s students, including a section on preparing for IEP meetings.</p>
<b>Weeks 28-31</b>	<b>Decision Making and Problem Solving</b>		
	<p>9. Use effective decision-making strategies and apply problem-solving skills when completing tasks in a variety of situations.</p> <p>10. Identify problems, examine alternatives, implement solutions and evaluate results in a variety of situations.</p>	<p>Identify steps to decision-making and problem-solving</p> <p>Use strategizing and problem-solving when completing tasks in a variety of situations</p> <p>Role play effective communication skills in a variety of settings including strategies for conflict resolution</p> <p>Evaluate unexpected events and identify potentially harmful situations in community and social activities</p> <p>Have students participate in CBI, Community Based Vocational Education (CBVE) and/or On-The-Job Training</p>	<p><b>ChoiceMaker Self-Determination Assessment</b>  <a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html</a>            The ChoiceMaker Self-Determination Curriculum is designed to teach students to choose, express and take action toward goals in all areas of their lives. Products are primarily used with middle and secondary students who are functioning at independent and supported levels.</p> <p><b>Decision Making Lesson Plans</b>  <a href="http://www.teachnology.com/teachers/lesson_plans/health/decisions/">http://www.teachnology.com/teachers/lesson_plans/health/decisions/</a>            This website features links to lesson plans related to decision-making.</p> <p><b>It’s My Choice, Minnesota Governor’s Council on Developmental Disabilities</b>  <a href="http://www.mnddc.org/extra/publications/choice/Its_My_Choice.pdf">http://www.mnddc.org/extra/publications/choice/Its_My_Choice.pdf</a>            This informational guide, developed by the Minnesota Governor’s Council on Developmental Disabilities, was written for use by people with developmental disabilities and their advocates and addresses transition planning, including independent living, employment and self-advocacy, among others.</p>

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			<p><b>Life Centered Education (LCE)</b>  <a href="http://www.cec.sped.org/Publications/LCE-Transition-Curriculum?sc_lang=en">http://www.cec.sped.org/Publications/LCE-Transition-Curriculum?sc_lang=en</a>            LCE is a research-based curriculum intended for students with disabilities that focuses on three critical domains for adult living in the 21<sup>st</sup> century: daily living skills, self-determination and interpersonal skills, and employment skills.</p> <p><b>Make Up Your Mind — Improving Decision-Making Skills</b>  <a href="http://ufdc.ufl.edu/IR00002569/00001">http://ufdc.ufl.edu/IR00002569/00001</a>            This resource from the University of Florida, Institute of Food and Agricultural Sciences (IFAS), deals with making up your mind and improving decision-making skills.</p> <p><b>National Secondary Transition Technical Assistance Center’s Lesson Plan Starters, Student Development, Life Skills Instruction</b>  <a href="http://www.nsttac.org/content/student-development-0">http://www.nsttac.org/content/student-development-0</a>            The NSTTAC website features lesson plan starters on a variety of topics including self-advocacy, self-determination skills, choice-making, decision-making, goal-setting and self-awareness.</p> <p><b>Promoting Casual Agency: Self-Determined Learning Model of Instruction (SDLMI)</b>  <a href="http://www.beachcenter.org/Research/FullArticles/PDF/SD9A_Promoting%20Casual%20Agency.pdf">http://www.beachcenter.org/Research/FullArticles/PDF/SD9A_Promoting%20Casual%20Agency.pdf</a>            The SDLMI is a research-based model with three instructional phases (setting a goal, taking action and adjusting the goal or plan) that are teacher-directed and focused on student problem-solving.</p>

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			<p><b>Solve Problems and Make Decisions</b>  <a href="http://literacy.kent.edu/eureka/strategies/solve_problems_decisions.html">http://literacy.kent.edu/eureka/strategies/solve_problems_decisions.html</a>            This list of resources, from the Ohio Literacy Resource Center, features links to teaching strategies for solving problems and making decisions.</p> <p><b>Using the Self-Determined Learning Model of Instruction (SDLMI) to Teach Goal Attainment</b>  <a href="http://www.nsttac.org/sites/default/files/assets/pdf/Using%20SDLMI.final.pdf">http://www.nsttac.org/sites/default/files/assets/pdf/Using%20SDLMI.final.pdf</a>            This NSTTAC evidence base handout explains the use of SDLMI.</p>
<b>Weeks 32-36</b>	<p><b>Leadership</b></p> <p>19. Assume leadership roles in various situations, including IEP team meetings.</p> <p>18. Exhibit leadership skills, including guiding or directing others on a positive course of action and appropriately influencing the opinion and behavior of others.</p>	<p>Observe student preparing for the IEP</p> <p>Demonstrate an understanding of a transition IEP</p> <p>Identify members of their transition team</p> <p>Use behaviors that promote appropriate relationships with peers and other adults (e.g., identifying types of relationships; using interpersonal communication skills; using appropriate</p>	<p><b>Be Your Own Best Advocate</b>  <a href="http://www.pacer.org/parent/php/php-c116.pdf">http://www.pacer.org/parent/php/php-c116.pdf</a>            This two-page information sheet, available from the Parent Advocacy Coalition for Educational Rights (PACER) Center, provides eight steps and information designed to help students become self-advocates.</p> <p><b>ChoiceMaker Self-Determination Assessment</b>  <a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html</a>            The ChoiceMaker Self-Determination Curriculum is designed to teach students to choose, express and take action toward goals in all areas of their lives. Products are primarily used with middle and secondary students who are functioning at independent and supported levels.</p> <p><b>Collaborative to Promote Self-Determination (CPSD)</b>  <a href="http://thecpsd.org/">http://thecpsd.org/</a></p>

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		behavior; conflict resolution)	<p>CPSD is an advocacy network of 22 national disability organizations who have come together to bring about a significant modernization of the federal adult system of services and supports for persons with intellectual and developmental disabilities, so that they can become employed, live independently in an inclusive community and rise out of poverty. Their website provides federal resources, CPSD publications, news and the CPSD Blog of current topics.</p> <p><b><i>Getting the Most Out of IEPs: An Educator's Guide to the Student-Directed Approach</i></b> by Colleen Thoma and Paul Wehman This book provides elementary and secondary educators in-depth how-to guidance on making student-directed IEPs work for students. Packed with practical advice, helpful examples and IEP resources for students themselves, this cutting-edge guidebook finally puts into print the best ideas for developing meaningful student-directed IEPs while adhering to legal requirements and evidence-based practices.</p> <p><b>IEP Team Education Module to Increase Student Involvement</b> <a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials/iep-team-education-module.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials/iep-team-education-module.html</a> This website from the Zarrow Center for Learning Enrichment at the University of Oklahoma features a PowerPoint presentation explaining the roles and responsibilities of each team member to facilitate student involvement in the IEP meeting discussions as well as a PowerPoint of the study which demonstrates the positive additive effect of an IEP Team Education Module.</p>

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			<p><b>I'm Determined</b>  <a href="http://www.IMDetermined.org/">http://www.IMDetermined.org/</a>            This website contains a number of resources from the Virginia Department of Education's Self-Determination Project including curriculum modules, films, plans and tools such as templates for goal setting and student involvement in transition planning.</p> <p><b>National Collaborative on Workforce and Disability (NCWD)</b>  <a href="http://www.ncwd-youth.info/youth-development">http://www.ncwd-youth.info/youth-development</a>            The NCWD features two sections, one for youth and one for professionals, about youth development and leadership.</p> <p><b>National Consortium on Leadership and Disability for Youth (NCLD/Y)</b>  <a href="http://www.nclid-youth.info/index.php?id=19">http://www.nclid-youth.info/index.php?id=19</a>            This section of the NCLD-Youth website features resources and information on the five areas of youth development and leadership, which include learning, connecting, thriving, working and leading.</p> <p><b>Navigating Your IEP: Are you on the right track towards your future?</b>  <a href="http://www.familycafe.net/images/stories/pdffiles/navigating%20your%20iep%202-25-10.pdf">http://www.familycafe.net/images/stories/pdffiles/navigating%20your%20iep%202-25-10.pdf</a>            This guide from the Florida Youth Council is written by youth for youth. It explains what the Individual Educational Plan (IEP) is, why it is important and how students with disabilities can take charge of their IEP process.</p> <p><b>Next S.T.E.P. (Student Transition and Educational Planning)</b></p>

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			<p><a href="http://www.proedinc.com/customer/ProductView.aspx?ID=3485">http://www.proedinc.com/customer/ProductView.aspx?ID=3485</a> This curriculum and instructional program is designed to teach students to engage successfully in self-directed transition planning.</p> <p><b>Project 10: Transition Education Network — Youth Development and Leadership</b> <a href="http://www.project10.info/DetailPage.php?MainPageID=138">http://www.project10.info/DetailPage.php?MainPageID=138</a> This section of the Project 10 website features resources related to youth development and leadership, including state and national resources.</p> <p><b>Self-Advocacy Strategy for Education and Transition Planning</b> <a href="http://www.nsttac.org/sites/default/files/assets/pdf/SAS(moderate).final.pdf">http://www.nsttac.org/sites/default/files/assets/pdf/SAS(moderate).final.pdf</a> This evidence-based motivation and self-advocacy strategy uses the acronym, “I PLAN,” to describe five steps students can take to actively participate in IEP and other educational meetings.</p> <p><b>Self-Directed IEP</b> <a href="http://transitioncoalition.org/transition/tcfiles/files/docs/Self-Directed_IEP1225299027.pdf/Self-Directed_IEP.pdf">http://transitioncoalition.org/transition/tcfiles/files/docs/Self-Directed_IEP1225299027.pdf/Self-Directed_IEP.pdf</a> This website, from the Transition Coalition references the Martin, Marshall, Maxson, &amp; Jerman (1996) text and features the ChoiceMaker Curriculum Objectives as well as research and other resources related to the self-directed IEP.</p> <p><b>Standing Up For Me Curriculum</b> <a href="http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php">http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php</a></p>

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