

The background features a dark blue gradient with several overlapping circular patterns. On the left side, there is a large circular scale with numerical markings from 140 to 260 in increments of 10. The scale is partially obscured by other circular elements, including solid and dashed lines with arrows, suggesting a process or cycle. The overall aesthetic is technical and modern.

DECISION-MAKING PROJECT WITH TRANSITION-AGED STUDENTS AT MEDFORD HIGH SCHOOL

FUNDED BY THE MASSACHUSETTS DEVELOPMENTAL DISABILITIES COUNCIL

FACILITATED BY THE CENTER FOR PUBLIC REPRESENTATION

PRESENTED BY EMILY BERHEIDE, CPR CONSULTANT ON 1/10/22

HOW TO INCREASE DECISION MAKING OPPORTUNITIES FOR STUDENTS IN THEIR TRANSITION YEARS

- **Self-initiation** - You should have opportunities to initiate what it is you want to do
- **Thinking for yourself** – You should have opportunities to come up with your own ideas, consider and weigh options, and decide for yourself what you want to do. We all benefit from self-reflection, and we get better at it the more we practice it. Creating the time, space, and support to make this happen is essential.
- **No right or wrong** - You should be supported to be creative, without there being any right or wrong way to do things
- **Share and discuss why a decision was made** – You should have opportunities to share with others how you reached a particular decision. It helps you take ownership of that decision and helps make others see you as a decision-maker in your own life. It can also provide peer support and an example to others who are exploring decision-making for themselves.

STORY OF JOE SELF-INITIATING LEADERSHIP DURING OUR CLASSES



SELF-DIRECTED SCAVENGER HUNT

What do I want to find on my scavenger hunt?

- full glass door
- red car
- bees
- turkeys
- a room on the 3rd floor

WOULD YOU RATHER? ACTIVITY



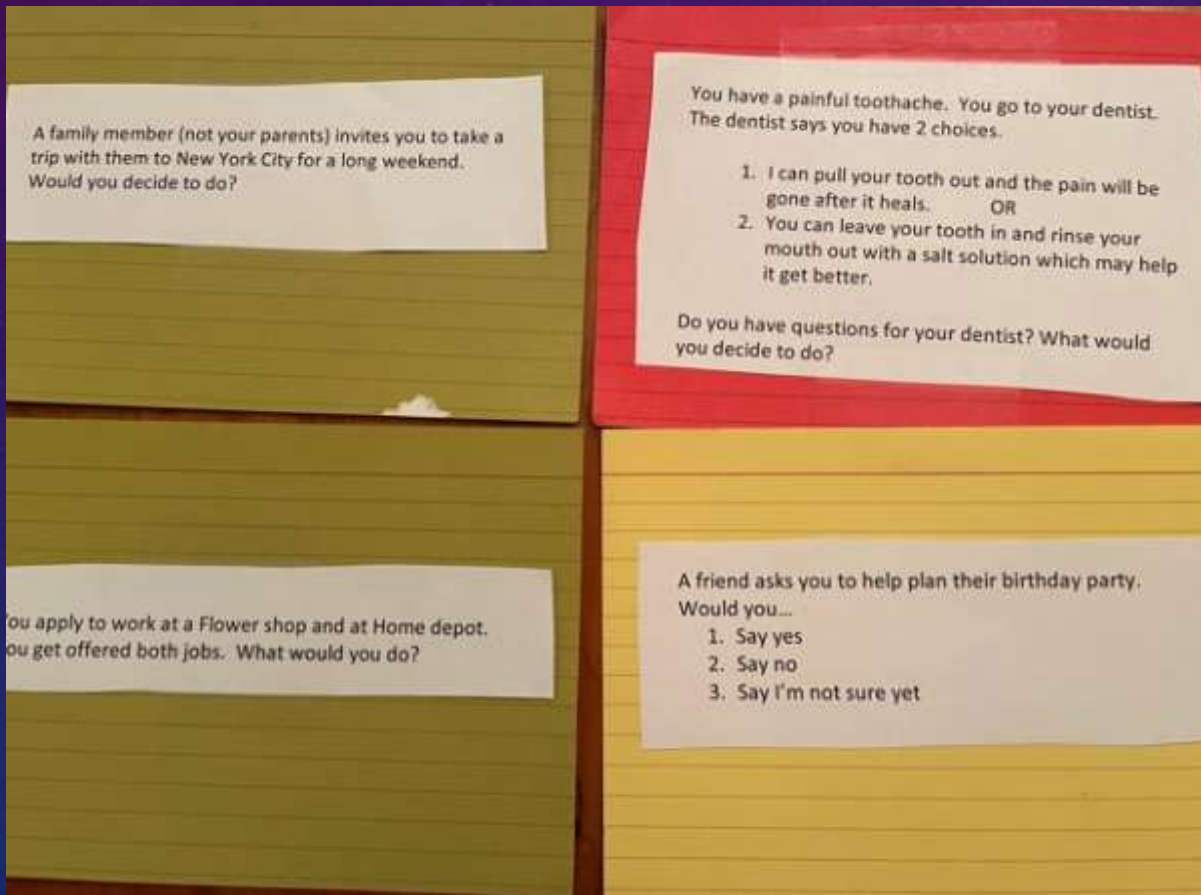
DESIGN YOUR OWN OBSTACLE COURSE



VISION COLLAGES



PRACTICING DECISION MAKING AND DISCUSSING SUPPORTED-DECISION MAKING



**Center for Public Representation
Supported Decision-Making Agreement**

This is the Supported Decision-Making Agreement of

Name : _____ Date of birth: _____

Address: _____

Telephone: _____ Email: _____

A. I need supporter(s) to help me make decisions about:

- Taking care of my financial affairs, like banking
- Hiring a lawyer if I need one and working with the lawyer
- My health care, including large and small health care decisions
- Personal care (like where I live, the support services I need, managing the people who work with me, my diet, exercise, education, safety and activities)
- Other matters: _____

B. I expect my supporter(s) to help me in the following ways:

- Giving me information in a way I can understand
- Discussing the good things and bad things (pros and cons) that could happen if I make one decision or another
- Telling other people my wishes
- _____

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STUDENT FEEDBACK

Joe Sullivan 9/28/21

STUDENT FEEDBACK ON DECISION-MAKING CLASSES
(ACCESS students - July - September 2021)

Emily would love to hear your feedback about the Decision-Making classes you participated in from July through September.

Please circle your 3 favorite classes. What did you like about each of these 3 classes? What did you learn from each of these 3 classes?

July 15th - Lead the Way - You decided where you wanted to go in the high school building and led your classmates on that tour.
I liked the charge

July 22nd - Self-Designed Scavenger Hunt - You decided what you wanted to find inside and outside of the school building. Then you made a list of those things and went on your scavenger hunt to find them!

July 29th - Would You Rather Game - You walked around to 4 different stations about jobs and careers, interests cooking, living and just for fun. You looked at posters with pictures of 2 activities and answered questions like Would you rather be an actor or work in a restaurant.
It was fun

August 5th - Design Your Own Obstacle course - You looked through a variety of props like jump ropes, cones, leather scarves, hoops etc. You decided which ones you wanted to use. Then you set up those materials to design your own obstacle course. Then you taught your classmates how to do the obstacle course and they did your obstacle course.
I liked the creativity

PARENT SESSIONS ON INCREASING OPPORTUNITIES FOR DECISION MAKING AND DISCUSSING SUPPORTED DECISION MAKING



TEACHER PROFESSIONAL DEVELOPMENT TRAINING



STRATEGIES TEACHERS IDENTIFIED TO INCREASE STUDENT DECISION-MAKING IN THEIR CLASSES

- **Slowing down** - Giving students more time to think through and make their own decisions during projects and activities.
- **Student-led activities** - Giving students more opportunities to lead activities and/or classes.
- **Students' sharing their IEP presentations** - Giving students their opportunity to share the presentations they develop for their Individualized Education Program (IEP) meetings with their classmates, so they could learn from each other and develop confidence in themselves and presenting.
- **Student-planned community trips** – Giving students the opportunity to decide where they want to go in the community and to plan all parts of the trip, *e.g.*, when and where to get the bus, other logistics, etc.
- **Student purchases in the community** – Giving students increased opportunities to decide how to use their money on community trips.

OUTCOMES OF PROJECT

- Provided concrete opportunities for transition age youth to practice decision-making, self-advocacy, and leadership skills
- empowered families to support the self-determination of students
- encouraged teachers to set high expectations for the youth with disabilities they support
- All three of these components have been specifically identified by the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) as among those that are critical to successfully supporting student and youth with disabilities in transitioning to postsecondary education and employment
- This project also focused on educating families, students, and teachers on Supported Decision-Making, an alternative to guardianship that was also explicitly recognized by OSERS in its transition guide. These project activities support the MDDC's efforts to meet its State Plan Objective to encourage family members and people with developmental disabilities to pursue alternatives to full guardianship.

The background is a dark blue gradient with a subtle pattern of white stars. Overlaid on this are several technical diagrams in a lighter blue color. In the top right, there is a large circular diagram with concentric rings and a scale from 0 to 210. In the bottom right, there is a smaller circular diagram with concentric rings and arrows. In the bottom left, there is a partial circular diagram with arrows. In the top left, there is a small circular diagram with an arrow.

QUESTIONS?

THANK YOU!