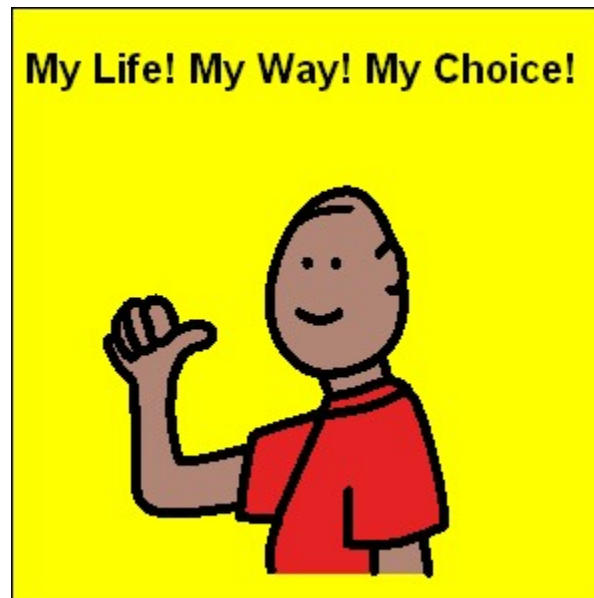


My Life! My Way! My Choice!

**A Self-determination Curriculum Developed for Adults with
Significant Disabilities**



**Developed by individuals and staff at The Hamilton
County Developmental Disabilities Services**

**Edited by
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My Life! My Way! My Choice!

The development of this curriculum and materials began with a desire to provide adults with limited communication skills, the opportunity to express choice, solve problems, set goals and advocate for themselves. Individuals served, staff and administrators all participated in this project.

Special recognition and appreciation is extended to each of the following committee members who took all the contributed ideas and formulated the basis for the included activities.

Lindsay Brillhart
Sandy Case
Laura DeVries
Kelley Fiegler

Carolyn Ingram
Donna Kurtz
Dan Ottke
John Romer

Stephanie Ryan
Cindy Schlueter

Many other people contributed to the completion of the game materials included in the kits. Thanks to Mayla Ates for designing and building the spinning wheels in unit 5 and the Plunk game in unit 7. Thanks also to Beth Luensman for the many hours she spent helping to edit, run copies and produce equipment for the kits. Many thanks to Mrs. Patricia Nyari's seventh grade students at the Church of the Assumption School and to Jan Chambers for hours of cutting, gluing and laminating materials.

Thanks to you all!

Diane and Peggy

Before you start...

Self-determination is making choices about how I live my life. A self-determined individual understands their own strengths and limitations and can take control of their own lives. They can advocate for what they need and want. They set goals and evaluate progress.

Self-determination is a complex process that can be broken down into teachable skills. Like so many other skills, self-determination is a learned skill that needs to be taught and practiced. This practice starts early and continues throughout an individual's life.

The self-determination skills taught in this curriculum include:

- Choice making- involves the communication of a preference from among two or more options
- Problem solving- involves identifying and defining a problem and generating potential solutions
- Goal setting- involves defining a goal, developing an action plan, and evaluating progress toward achieving the goal
- Self-advocacy-involves understanding basic rights and responsibilities and how to speak up on one's own behalf

The activities provided in this curriculum provide opportunities to develop skills in these four areas. It is important to focus on the skill being taught along with opportunities for practicing the skill. It is most important to provide an environment where self-determination is supported and encouraged.

About the curriculum....

We made many style decisions for the materials that were designed for this curriculum. We used the Mayer Johnson picture symbols in the activities because many individuals we serve are familiar with them. Other pictures can be substituted at different locations to fit the needs of other agencies. The large sized cards referenced for making game cards are 4x6 index cards and the small cards are the 3 ½ by 5 index cards. The large size was chosen because the cards

are easy to manipulate and can be easily seen in a group setting. Age appropriate themes and games are utilized throughout the curriculum. We chose to use the thumbs up/thumbs down symbols to indicate yes/no. There are other symbols that can be used to fit other's needs. We color coded our units and labeled all game materials by unit number and activity letter on the back of the game pieces.

About the units...

There are 12 units in the curriculum, designed to be presented one unit a month. The unit activities are based on what's important to individuals as identified through focus groups and based on the Bill of Rights. Variations are listed as suggestions that address different skill levels. Suggestions range from complex activities to those that all individuals can participate in.

Unit 1: *Respect Me*

Unit 2: *Just Me*

Unit 3: *Healthy Me*

Unit 4: *A Special Me*

Unit 5: *Teach Me*

Unit 6: *Talk with Me*

Unit 7: *My Things*

Unit 8: *My Friends*

Unit 9: *My Money*

Unit 10: *My Choice*

Unit 11: *My Vote*

Unit 12: *My Meeting*

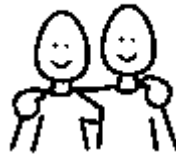
Title of Unit

Unit 1 Respect Me

Bill of Rights

List of Rights

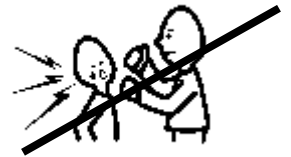
Be treated nicely at all times



Be treated like everyone else



Not be hit, yelled at, cursed at, or called names that hurt you



**Tips to
send home**

Tips

Say nice things about yourself and others.

Everyday do something nice for someone.

Listen when others are talking. Other people should listen to you, too.

**1A
Touchdown Game**

**1F
Famous People**

**1B
Be Proud**

**Unit 1
Respect Me**

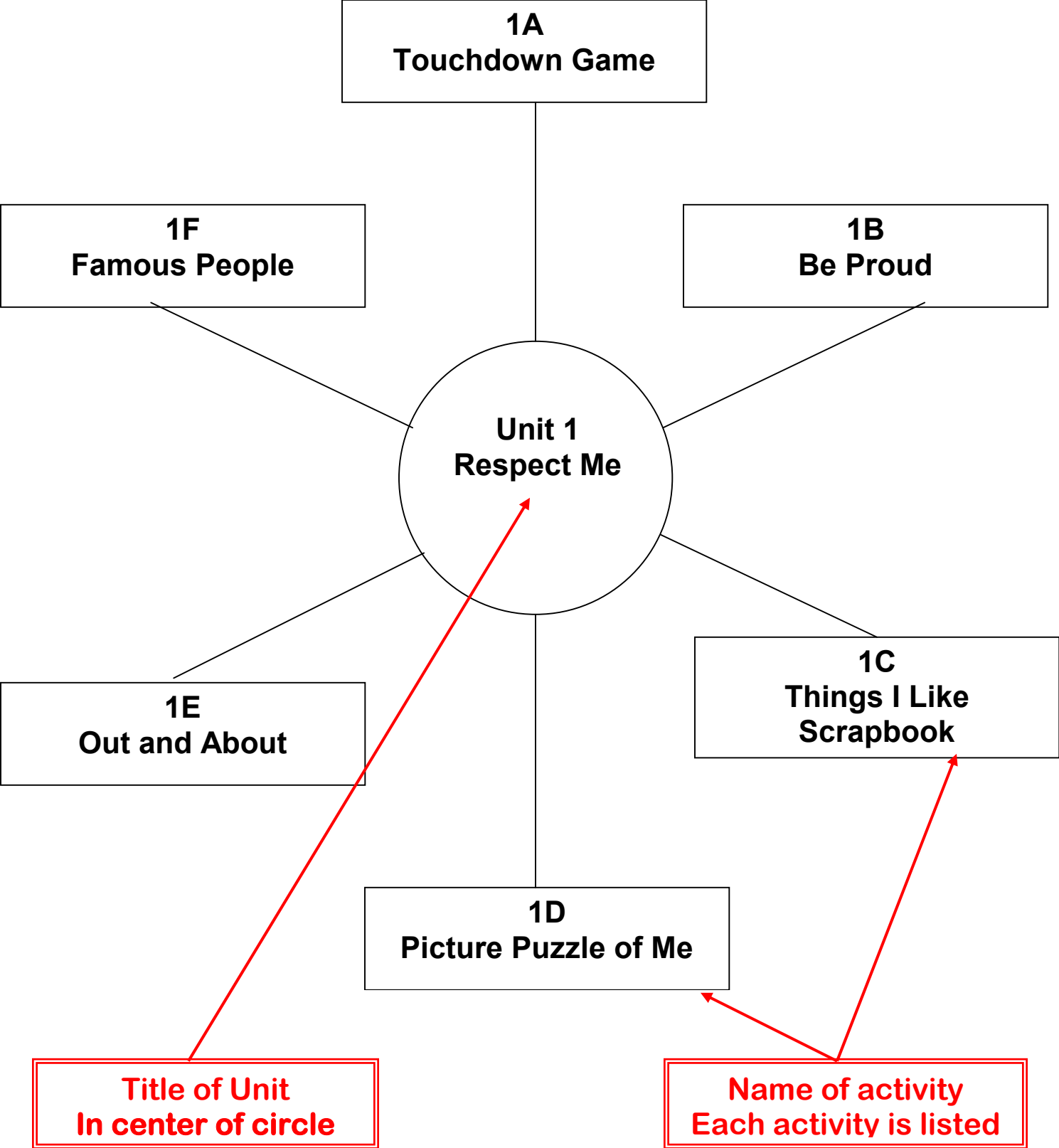
**1E
Out and About**

**1C
Things I Like
Scrapbook**

**1D
Picture Puzzle of Me**

**Title of Unit
In center of circle**

**Name of activity
Each activity is listed**



Title of unit

Unit 1 - Respect Me

Name of activity

Activity: Picture Puzzle of Me

Skills to teach

Self Determination Skill:

1. Choice making - individual chooses the photograph
2. Problem solving - individual completes the puzzle
3. Self advocacy - individual makes positive statements

Needed material

Materials:

1. Photograph of individual (face only or doing an activity)
2. Heavy stock paper

Describe activity:

Step by step directions

- ✓ Take at least 2 photographs of the individual
- ✓ Individual chooses which photo to use
- ✓ Mount photo on heavy stock paper
- ✓ Cut into pieces (match skill level of individual - 2 pieces or multiple pieces)
- ✓ Laminate (optional)
- ✓ Individual completes the puzzle
- ✓ Staff makes positive comments about the individual
- ✓ Individual makes positive comments about himself/herself