NICHCY

Technical Assistance Guide
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Relish is for More than Hot Dogs: Helping Students Make Their Own Sweet Success

A publication of the National Dissemination Center for Children with Disabilities

This guide is written for parents, family members, educators, and service providers who would like to nurture the development of positive self-esteem in children and youth with disabilities. Having a good sense of self is vital to living a satisfying and self-directed life. Yet, too often, for individuals with disabilities, this value is elusive. This guide talks about how adults can help young people develop positive self-direction and learn self-determination skills—students of all ages, in any grade or setting, and with any disability. This guide comes as part of a set that includes an audiotape/CD and a guide for students.

On the audiotape/CD you will hear young people with disabilities, from elementary school age to young adulthood, share their personal stories—how they found their own skills and strengths, the challenges and successes they experienced along the way, and advice they have for others. You will also hear from the parents, doctors, education service providers, and friends who have shared their journey. NICHCY hopes that their stories will shed light on the mysterious quality of the self and the power of the role we can play in helping our young people find their strengths, explore their talents and passions, and develop into confident, productive, and self-directed adults.

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This *Technical Assistance Guide* will help you:

- learn about the connection between self-esteem and self-determination;
- understand why it is so important for young people with disabilities to develop the ability to shape their own lives (often called self-determination);
- identify ways to support the development of these skills within children and youth with disabilities;
- help young people explore possibilities and discover areas of interest, talent, and strength;
- promote self-determined learning and behavior at home, in school, and in the community; and
- find helpful resources, publications, and organizations.

Your biggest enemy about self-confidence is yourself because, I think, if other people tell you you're stupid and you agree with them and you tell yourself you're stupid, then, I think, that's what gets you down the most—instead of other people saying it. 'Cause, if you think you can do better, then it doesn't matter what other people say.

Tillman

Which Comes First: Self-Esteem or Self-Determination?

This reference to the old "chicken or the egg" riddle is intended to illustrate how self-esteem and self-determination are difficult to place into a "first, this . . . then, that" model. It does help to have an understanding of each concept before examining the relationship between them. When we talk about developing *self-esteem*, it should be clear that we're hoping to support the development of a *positive self-image* in children and youth with disabilities. Everyone has self-esteem, or a self-concept; the issue is whether or not it is a positive one. Unfortunately, research studies have shown that individuals with disabilities often report feelings of low self-esteem both during childhood and in their adult years (Elbaum & Vaughn, 1999; NIFL, 1995). While we cannot *give* children a high self-regard, we can *create conditions* under which it can flourish.

Self-determination has many definitions (Field, Martin, Miller, Ward, & Wehmeyer, 1998; Martin & Marshall, 1995; Wehmeyer, Agran, & Hughes, 1998; Wehmeyer & Sands, 1998) but they all share common elements:

- belief in yourself,
- the freedom to make decisions about your own life,

- perseverance,
- problem-solving,
- goal-setting and attainment, and
- self-advocacy (i.e., speaking out and standing up for yourself).

Comparing the two concepts of self-esteem and self-determination, you can see how they are intertwined, yet still separate. You could look at them this way: it is possible to have positive self-esteem and not be self-determined, but it is almost impossible to be highly self-determined without having positive self-esteem! The two don't typically develop independently of one another. So, when we try to build a child's self-esteem, we do so, in part, by helping him or her develop self-determination skills. Again, we cannot *make* someone self-determined, but we can *provide opportunities* that will allow children and youth to develop these skills. It's important to make sure students *have choices and strong voices*.

Self-Determination is a Vital Component of Adult Success

Having a disability doesn't mean that you can't or shouldn't try to do things and live a full life.

Mario

When students become adults, the structure of how they access services dramatically changes, from an *entitlement* model under the Individuals with Disabilities Education Act (IDEA) to an *eligibility* model under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (504). Students who receive services under IDEA have the right to receive a free appropriate public education, including the provision of supports, accommodations, or modifications, as stated in each student's Individualized Education Program or IEP. In the adult world, it is typically up to the individual with disabilities to find and ask for specific services or accommodations. Parents and teachers often don't understand how to prepare their children and students to negotiate the adult world of disability services.

In order to receive protections and accommodations under the ADA and 504, the individual must be able to:

- describe his or her disability,
- identify what accommodations and supports he or she uses, and
- provide the necessary information/documentation to prove the need for the request.

These are also critical skills for successfully attending college or vocational schools and finding employment.

The good news is that more students with disabilities than ever before are entering college and the workforce. However, without strong self-esteem and self-determination skills, these students are at higher risk for:

- dropping out of school,
- becoming involved in illegal activities,
- using drugs or alcohol,
- having few friends, and
- being unemployed. (Malmgren, Edgar, & Neel, 1998; National Longitudinal Transition Study, 1993).

The IDEA says that students must be invited to help plan their transition from high school to the adult world. It's good preparation for adult life to get students involved in setting goals for their futures, keeping track of their progress, and finding out about services. We know from research that building self-determination skills is a process that takes years to develop. If we want middle school and high school students to be involved in planning their futures, we must teach them about planning and making decisions from an early age. (Field et al, 1998; Sands & Doll, 1996). And while positive self-esteem and self-determination should be goals for all our children and students, it is of particular importance that children and youth with disabilities develop in these areas.

Family members, teachers, and peers can play a powerful and persuasive part in this. Providing a positive environment, attitude, supports, and opportunities can go a long way to helping our young people become as independent as possible. And helping students develop self-determination skills and providing opportunities to practice these skills can greatly improve the quality of their adult lives. Researchers have found that students with disabilities who leave school with high levels of self-determination and positive self-esteem are more likely to be:

- employed, with greater job benefits than their less self-determined peers;
- satisfied with their lives; and
- living independently, or with support, outside of their family homes (Wehmeyer & Schwartz, 1997).

I know more about computers than, I bet, 99% of the people I meet. And that's one thing, I think, that's a gift to me. I think it's really great that I can do that.

Dave

Setting the Stage for Self-Determination

Every child and student with a disability, no matter what their age or level of disability, can develop self-determination skills and build successes that lead to positive self-regard. People sometimes confuse self-determination with complete independence. But part of being self-determined is recognizing the need for *interdependence*. Everybody needs supports and assistance from others; some people just need more. The students on the audiotape/CD represent people with a range of disabilities and needs. All of them depend on family members, doctors, community members, and service providers for some level of support. Yet these young people feel good about themselves and have goals they believe they can attain. So, how do we provide opportunities to develop self-esteem and self-determination while providing safety, support, and guidance? Here are three examples.

I did a good job! I am ten years old. I am a black belt in karate. I am going to tournament championships next week!

Neal

Kyra is five years old and has cerebral palsy. She does not speak and has limited mobility in her arms and legs. It's a school morning in Kyra's household. Her mother helps Kyra get dressed, but Kyra makes decisions about what she's going to wear. Her mother usually holds up three outfits, and Kyra uses her eyes to indicate which outfit she prefers. Some mornings this process takes longer than other mornings, as Kyra's mom pulls out outfits until Kyra gets to the one that ***she*** *wants! At the breakfast table, Kyra's sister asks her yes/no questions about what she wants to eat. Raising her eyes means yes, and looking away means no. By offering choices and watching Kyra's responses, her sister learns that Kyra wants oatmeal and orange juice. In the kindergarten class, it's Kyra's turn to pick the book the teacher will read aloud to the class. After looking at three choices, Kyra makes her selection by turning her head and looking towards the book,* <u>*The Big Orange Splot*</u>*. Later in the evening, her father takes her to an ice cream parlor for a treat. When the attendant asks Kyra's father what flavor she'd like, her father says, "Ask her directly." Then, he holds Kyra up so she can see the choices. The attendant starts by pointing and asking, "Vanilla? Strawberry? Chocolate?" When he gets to "Cookies and Cream?" Kyra, with her big smile and squeals of delight, tells him that he got it just right!*

Singh is eleven years old. School is tough for him; homework is worse. Singh has difficulty reading, writing, and remembering large amounts of information. It's also hard for him to concentrate. Today, Singh was assigned a lot of social studies homework, and he's feeling pretty down about it. When he gets home, he tells his mother that he just can't do it all. Singh's mother asks him to describe the assignment. He says he has to read a whole chapter and answer the questions at the end in full sentences. Singh's mother asks him if he'd like her to help him figure out how to manage the assignment. When Singh says yes, she begins by getting his ideas on how he plans to go about it. She makes some suggestions about breaking the assignment down into smaller steps. As Singh and his mother talk, she writes down his plan, making a checklist. Then, together, they go back and estimate how much time each step will take. After his mother asks him some more questions, Singh remembers that using the computer is easier than writing, because he can spell-check and find and correct errors more easily. He also realizes that if he's willing to give up television that evening, he can go outside and play for an hour before starting his assignment. With mom's okay, he heads for the door.

I remember when my class was running the mile in PE, I would lift weights. Lifting those weights made me feel better about myself, not only physically, but mentally, because I knew I was doing something. I wasn't just sitting there like the lump on the log.

Jackie

Jamal is sixteen years old. He's applying for a summer job working the concession stand at a public swimming pool. Jamal wants the job because his parents have told him that if he wants to get his driver's license, he'll have to pay for his share of car insurance and gas. Jamal goes to the pool to meet the manager and take a tour of the concession stand. He notices that there's no cash register; all the money is in a metal box with separate compartments. Two days later the manager calls to offer Jamal the job. Jamal doesn't know what to do. He has always struggled with math in school, and he's not sure he can make change. Jamal talks with his counselor and tells her he's thinking of turning down the job. She suggests they look at ways of getting around the challenge of making change. When she asks Jamal what kind of accommodations

he uses in his math class, he tells her he often uses a calculator to check his work. His counselor says that this would probably be a great help to him on the job, and that he should tell the manager about it. Jamal says he'd be too embarrassed and that the manager probably wouldn't want to hire him. His counselor suggests that they rehearse Jamal telling the employer about his need for an accommodation, and his plan to use a calculator. She also suggests that Jamal discuss this at his IEP meeting next month, so they can make sure that using a calculator and learning more about making change are included on his IEP. After practicing with his counselor several times, and getting feedback on his performance, Jamal meets again with the manager, explains his issues with making change, and describes how fast and accurate he is with a calculator. The employer says as long as the count is accurate at the end of the day, it's fine with him.

These examples illustrate how caring adults and family members can provide opportunities for children and youth to develop self-determination skills. By practicing these skills, the students in these examples are building a sense of power and ability. Likewise, the young people on the audiotape/CD face challenges, participate in their communities, engage in activities that reflect their interests and bring them satisfaction. And they accept themselves for who they are. They, too, are gathering experiences and successes that build self-esteem and self-determination.

Strategies for Teachers and Parents

Over time we've learned from many individuals with disabilities, family members, researchers, and practitioners how to "feed and water" self-determination and self-esteem and help them blossom. The following are suggestions for parents and teachers, for use at home and at school:

Now it took an hour and a half to get one snack cake open, but I opened it. And that was the first lesson. It taught me that whatever I want to do in life, I can do it as long as I believe it. Yeah, I was hungry!

Mario

As early as possible, provide choices and encourage expression of preferences.

Naturally occurring *(and important)* opportunities for providing choices include: deciding what to wear, what and when to eat, and choosing to engage in a variety of leisure activities. These opportunities help ensure that children learn to develop and express their likes, dislikes, interests, and strengths—giving themselves and others a much stronger picture of *who* the child is and what matters to them.

Another important aspect of choice—allow young people to decide the kind and amount of help he or she wants *(or doesn't want)*, and who will provide help. Make sure those choices are respected.

Ensure that each child has maximum opportunities and ways to communicate.

Even children with limited verbal skills can express choices by pointing; eye gaze; head nod/shake; vocalizations; facial expression; picture, symbol, or photo cards; communication boards; or augmentative communication devices.

Ms. Hall always kind of believed in me and made it easier for me, because she used to help me. And explaining things, she never acted like I was stupid or anything. So, I think that really helped.

Tillman

Look into and put in place: (a) natural supports, (b) accommodations, and (c) assistive technology (AT).

Natural supports include taking advantage of what's naturally available to support a young person's needs, such as, equipment, routines, structure, or people—siblings, peers, or others who are close in age. Accommodations are supports you might add, for example, a life jacket for swimming activities; an extra turn at bat, or a designated hitter for softball. AT devices include

computers, electronic and/or battery-operated devices, writing or drawing tools, and other adapted or specialized equipment. All these things can make an incredible difference in the young person's ability to express interests, desires, and preferences and to participate as fully as possible in the activities and rhythms of life at home, at school, and in the community.

I'm here. I'm me. Deal with it. I'm not like everybody else.

Jackie

Strike a balance between being protective and supporting risk-taking.

Perhaps one of the more difficult things for a parent to do is to allow a child to take risks, especially when one of the risks may be hurt feelings. Has your child ever been on a sleepover? To a birthday bowling party? Has he or she tried out for the school play? Gone to a wilderness camp? Every time our children venture out into the world, without mom or dad, we worry about their physical and emotional well-being. More often than not, when we say we're "afraid that they're just not ready," the reality is that *we* are the ones who are afraid and not ready. And, of course, we filter our vision through the lens of a parent or a teacher, who wants so very much for children to be successful—at the sleepover or in the school play. What is easy to forget is that, often, kids do just fine when the grown-ups get out of the way. It's as true for children who have disabilities as for those who do not. There is incredible power in shared peer experiences. Not peer pressure, peer *power*. So, learn to let go a little and push your child out into the world, even though it may be a little scary—okay, a lot! As children get older, lessen the amount that you are directly involved in their activities and play the role of cheerleader.

We didn't know at the time what a good thing we were doing, because that year helped rebuild his scattered self-esteem. Things like that, when you can have positive experiences…it just helps build yourself a ladder of self-esteem. If there is a setback, you're so high on the ladder that, if you get knocked down a step or two, you don't get knocked down all the way. You've got a safety net and you can just, you know, one step back, two steps forward. And you just remember all the successes you've had, and you can overcome any slight difficulty.

Dave's Mom

Guide children towards solving their own problems and making their own choices/decisions.

Is your daughter suffering an attack of nerves over going to that sleepover? Is there a playground bully that ruins recess? Does the traffic in the halls of the high school make your teen feel like he's playing bumper cars without the car? What options, safety nets, or escape routes are available? Talk with your child or student. Brainstorm together, lay out all the possibilities. To the extent he or she can, let the *child* decide on the plan, the back-up plan, and the back-up, back-up plan, knowing he or she can count on you to step in, if needed.

Help children and youth think about their actions and responses to situations and find ways to improve.

Does the teasing go on one second too long and result in a meltdown? Do anxiety and fear about completing an assignment result in paralysis, procrastination, and failure to complete it? If you can help kids *anticipate, think ahead, plan, and practice* a different way of responding…imagine the possibilities for changing behavior! It can take a long time, but if your child masters this skill, not only will he or she have amazing self-esteem and be self-determined, but when faced with things beyond anyone's control (i.e., life), he or she will be so much better prepared to dig down—not be a victim—and take charge, making the right choices on how to respond.

Don't shy away from discussing challenges associated with disability. Admit that problems exist, while pointing out other ways to do things.

Especially in the teenage years, feeling different takes on new and intense meaning. Teenagers often feel different, like they don't fit in, that they aren't cool enough, popular enough, pretty enough, tall enough, buff enough, whatever enough. If you add a learning difference, a physical difference, or a behavioral difference, you don't have a double whammy, you've got a quadruple whammy in terms of tender, young egos. No one can hide from or duck these issues. What you can do is focus on how *all* teens feel different and that surface impressions don't tell the whole story. Pointing out individual strengths and that there is no single "right and only" way of doing something is the best offense. To the extent you can refer to real life success stories, people, and examples, do so. Teens have a tendency to disbelieve anything an adult says, so call in all the reinforcements you can! And remember to *listen*. Sometimes it helps teens just to get the angst off their chests. Since few teens (or anybody, for that matter) like to hear that "this" will all go away in a few years, or that they'll look back on "this" and laugh, or "just do it *this* way" and all will be well—listening is an excellent strategy. When you don't know what to say or your teen doesn't want to hear you recount one more parable from your own teenage years, *listen*. If your teen is willing, a support group can also be a useful tool, as it provides opportunities to share concerns and solutions with others who are dealing with similar issues.

Try to push yourself to do other things, to help you get out in the world and doing things that you like doing. . . if you want to do that thing that you most feel passionate about, don't be afraid of it. You must do it because if you don't, you'll never get there. You'll never go up the next step and I believe that if you go up the next step, there's a gazillion other steps you can go up.

Aaron

Arrange learning and skill-building tasks to be challenging, but not impossible—not boring or irrelevant!

For tasks that are less interesting (i.e., boring), stimulate interest and motivation through bargaining and/or a means of rewards. For the motivator/reward to be of high value to the student, it must be *personalized*. What turns him or her on? Chocolate? Money? CDs? Going to the movies? Pizza? Art supplies? Clothes? Books? Talking on the phone? Having friends over? Whatever the prize, use it to mutual advantage. Contrary to the adult way of thinking, learning for learning's sake alone doesn't turn on very many teens. So, dangle the carrot—to push, challenge, and surprise yourself and your child or student. Especially with more difficult tasks, *assume success* and convey that feeling. A first step in all successful learning is eliminating anxiety and instilling confidence in the learner. Too much anxiety and too little confidence can paralyze, whereas just the opposite can propel people to amazing achievements. Enthusiastically applaud any and all progress.

Hold realistic but high expectations for learning and behavior.

In education settings it is not uncommon for some students to have instruction framed in a "readiness model." This model imposes a sequential order to learning, patterned after developmental milestones commonly seen in typical students. One problem with this model is that some students don't reach typical milestones and are, therefore, never considered "ready" for the next step. Why is this a problem? Because not all learning is sequential. Depending upon the type and severity of the disability, some milestones are never achievable. But that doesn't mean learning has to stop or be restricted.

I think of her saying, "Holly don't get afraid. You've got to keep on trying and you can do it."

Holly

The readiness model is of little value in academic learning and of zero value in learning self-determination skills. Students need to have maximum opportunities and multiple times to practice these skills. We can start with baby steps, absolutely! Just remember they are not necessarily sequential. They can be all over the place. Picture a baby just beginning to walk, and you'll see what we mean!

Provide safe opportunities to practice self-advocacy skills through rehearsal and role-playing.

Remember Jamal's story of role-playing with his counselor? It's a good example of problem solving and skill building in a delicate circumstance. The fact that Jamal was able to recognize and verbalize his concerns, sought help, and advocated for himself speaks volumes about his level of self-esteem and confidence—or, at least, his willingness to try and "see how it goes." How many of us have found ourselves, after the fact saying, "Oh, I should have said…" or "I wish I'd done…" Having practice opportunities before embarking on new endeavors, especially when there are emotional undercurrents, can help students internalize these important skills.

Help with the development of self-help and independent living skills.

Every young person needs to learn basic living skills—fixing a meal, doing laundry, paying bills, balancing a checkbook, making appointments, and so on. Some young people need a lot of help to learn these skills, and some need help learning basic communication and social skills as well. Understand the student's starting place. Anticipate potential areas where extra instruction may be needed. Embed rehearsal, role-playing, and genuine practice activities into instruction.

Dominant 7 Sharp 9, I love that chord! Jazz grabs me the most, because it's upbeat and you get grabbed into the song.

Matt

And, that sense of success loads you up with self-esteem. Remember, the every-day smaller things count, too. Opening a package of food, chatting with a friend, tying your shoes, enjoying school, painting a beautiful picture, teaching other musicians your favor-ite jazz chords. It all adds up and what once was a desert in your soul becomes green and lovely.

Alyne

Encourage and train students, early on, to participate in educational planning and decision making.

It is not uncommon for students of any age to resist being considered a special education student, much less choose to be involved in the development of an IEP. Ideally, students at very young ages are welcomed, involved, and have a real say in educational decisions. This is an area, however, where more groundwork on the part of parents and schools needs to be done. In reality, for young students, parents and teachers make the decisions. No good purpose is served by insisting on attendance at an IEP meeting if the reluctant student has no real decision-making rights. So, what decisions can the student make that will have staying power? What decisions are likely to be vitally important to the student? How much leeway is there for the student to have the final word? Careful thought and advance planning needs to be done to include students, so they are meaningfully involved in making decisions about their education.

Teach older students about their rights and responsibilities as adults and as individuals with disabilities.

Some students, when they leave high school, exit out of the world of special education and accommodations. They may, despite having a disabling condition, do just fine without ever disclosing it or asking for any job accommodations. Whether or not this is true, all students should have a good understanding of what to expect in the adult world of work or postsecondary education; where they might need support; and what they can reasonably request. They need to feel comfortable in making a request for accommodations or supports. A combination of real-life examples, mentoring, and role-playing are all useful tools to convey this knowledge.

Involve children and youth in activities in their communities; provide opportunities for genuine involvement with peers.

Everybody needs a friend or two. But friendships for students with disabilities can be hard to come by. This becomes more true the more a person is isolated or out of the mainstream. For all society at large to understand that people with disabilities are *people first*—more alike than unlike—our children with disabilities have to be visible, out there, enjoying, and participating in all the things that add meaning, fun, and texture to life. Not only does this enrich their lives, it helps to firmly establish a sense of belonging. And, it enriches society as a whole.

Work on helping children to set a goal and take the steps to reach that goal. Keep track of progress and make it visible. That way, children and youth are aware of how far they've come and what the next steps are.

These two statements work together and reinforce each other. Concrete and visible evidence of goals and progress makes both much more real and attainable. Charts, photos, journals, and audio and/or video records can serve to set the goal and mark progress in achieving it.

And, first, last, and always, celebrate successes and downplay failures.

Just take a breather and realize some of the positive things that I do in my life.

Aaron

Using this Program with Young People

The stories on the audiotape/CD may be presented individually or collectively, depending on your needs. We recommend that you allow enough time to listen to each story and hold a discussion before and after, so that there is an opportunity to talk about what each story means to the students listening. Here are some questions that focus on the messages of self-esteem, acceptance, and belonging, and are appropriate for any audience and setting:

- How did these young people find out about their strengths and abilities? What motivated them to keep going?
- What are these young peoples' attitudes towards having a disability? How do they feel about themselves? How much do they focus on having a disability?
- How have people in their lives supported them to help them become confident and independent? What opportunities have they had to try out new skills and activities?
- What are each person's passions? How are they following their dreams and making them a reality?
- For the people on the audiotape/CD, is it more important that they are recognized for what they can do well and easily, or for sticking with it to overcome barriers to their goals? What examples come to mind? How do you feel about this issue for yourself?
- What do the people on the audiotape/CD have in common with all kids their ages? How are they different? What's more important? The differences or what they have in common? Why?
- How would you define "sweet success" for yourself?

A person with high self-esteem will admit if they can do something if they get help in doing it or just move on and perfect something else. A person with bad or low self-esteem will keep doing and doing, get discouraged, and then give up.

Mario

This audiotape/CD may be used in a variety of teaching situations. In individualized or small group sessions, these stories can be used as a springboard to deep and rich discussions of (a) what it means to have a disability; (b) what strategies and supports help to build successes; (c) how to set and meet goals; (d) what the future might offer; and (e) the importance of self-esteem, self-advocacy, and self-confidence. Abstract discussions of what the young people on the CD experienced lead naturally and powerfully to *personalized* discussions of individual student's dreams, passions, talents, interests, anxieties, and sweet successes.

- As part of a school's character education program or a classroom lesson, the stories may be used to illustrate traits such as perseverance, finding strengths and abilities, supportive communities, inclusion, goal setting, and overcoming challenges.
- As part of overall diversity training and/or disability awareness efforts (including teacher preparation and

professional development activities), the stories offer both children and adults new perspectives that may change previously held beliefs about people with disabilities and promote more inclusive practices.

- As society continues to become more inclusive of people with disabilities, there is a continuing need for civic groups and youth development organizations to build their capacity to include children with disabilities in their programs. Public school classrooms, religious education programs, youth development groups such as Scouts, youth sports leagues, and many other extracurricular programs are now including or working to include youth with disabilities. The audiotape/CD provides positive models of both inclusive behavior and disabilities.
- And students can also listen to the audiotape/CD on their own, at home, or in other non-instructional settings. Students can use these stories for independent inspiration or to reinforce school lessons.

Conclusion

All parents hope their children feel good about themselves. All teachers hope their students grow up to be successful. All society values people who contribute to their communities. Young people want to be accepted for who they are and recognized for what they can do. Building self-esteem and becoming self-determined requires an environment that supports and encourages. As one mother on the audiotape/CD describes it, "You can build yourself a ladder of self-esteem. And if there's a setback, you don't get knocked all the way off the ladder, because you've got a safety net of successes."

You have heard how some young people are building this ladder. Their stories demonstrate the benefits and importance of discovering strengths through *having choices and strong voices*.

NICHCY hopes that this guide, along with the audiotape/CD, will give you new ways to look at providing opportunities for children and youth to find their own paths to personal and very sweet success. It is our wish that all of our young people come into their own and face the future with that indefinable glow of self-regard, courage, and confidence.

If you are not proud for who you are, for what you say, for how you look;

if every time you stop to think of yourself, you do not see yourself glowing with golden light; do not, therefore, give up on yourself. You can get proud.

Laura Hershey

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Resources

The following are just some of the many resources available related to developing self-esteem and self-determination. Whenever possible, Web sites are provided for resources that are available online. Additional contact information can be found in the listing of Organizations and Publishers, on pages 20-22.

Abery, B., Schoeller, K., Simunds, E., Gaylord, V., & Fahnestock, M. (1997). *Yes I can: A social inclusion program*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Baker, B.L., & Brightman, A.J. (2004). *Steps to independence: Teaching everyday skills to children with special needs* (4th ed.). Baltimore: Paul H. Brookes.

Bowser, G., & Reed, P. (2001). *Hey! Can I try that? A student handbook for choosing and using assistive technology.* Winchester, OR: Coalition for Assistive Technology in Oregon. (Available online at: www.edtechpoints.org/hey.htm)

Brookes, R. (1997). *Look what you've done! Learning disabilities and self-esteem: Stories of hope and resilience.* [Videotape with guide: teachers' and parents' versions]. Washington, DC: WETA-TV. (Available from www.ldonline.org)

Field, S., & Hoffman, A. (1996). *Steps to self-determination: A curriculum to help adolescents learn to achieve their goals.* Reston, VA: Council for Exceptional Children.

Field, S., Hoffman, A., & Spezia, S. (1998). *Self-determination strategies for adolescents in transition* (PRO-ED Series on Transition). Austin, TX: PRO-ED.

Field, S., Martin, J., Miller, B., Ward, M., & Wehmeyer, M. (1997). *A practical guide for teaching self-determination.* Reston, VA: Council for Exceptional Children.

Halpern, A.S., Herr, C.M., Wolf, N.K., Doren, B., Johnson, M.D., & Lawson, J.D. (1997). *Next S.T.E.P.: Student transition and educational planning* [Teacher manual, student workbook, & videotapes]. Austin, TX: PRO-ED.

Hershey, L. (1991). *You get proud by practicing.* (Available from: www.cripcommentary.com or www.thenthdegree.com)

Kaufman, G., Raphael, L., & Espeland, P. (1999). *Stick up for yourself! Every kid's guide to personal power and positive self-esteem.* (2nd rev. ed.). Minneapolis, MN: Free Spirit Publishing.

Küpper, L. (Ed.). (2004). *Resources for adults with disabilities.* (6th ed.). (Available online at: www.nichcy.org/transitn.asp#ADT1)

Küpper, L. (Ed.). (2001). *Resources you can use: Children's literature and disability.* (Available online at: www.nichcy.org/bib.asp#bib5)

Lavoie, R. (1989). *How difficult can this be? The F.A.T. city workshop* [Videotape with guide]. Washington, DC: WETA-TV. (Available from www.ldonline.org)

Lavoie, R. (1994). *Last one picked…first one picked on: Learning disabilities and social skills* [Videotape with guide: teachers' and parents' versions]. Washington, DC: WETA-TV. (Available from www.ldonline.org)

Lavoie, R. (1997). *When the chips are down…learning disabilities and discipline* [Videotape with guide]. Washington, DC: WETA-TV. (Available from www.ldonline.org)

Martin, J., Marshall, L.H., Maxson, L., Jerman, P., Miller, T., McGill, T., & Hughes, W. (1996). *ChoiceMaker set: Tools for school-to-work transition.* Longmont, CO: Sopris West Publishers.

Muharrar, A. (2002). *More than a label. Why what you wear and who you're with doesn't define who you are.* Minneapolis, MN: Free Spirit Publishing.

Palmer, S.B., & Wehmeyer, M. (2002). *A parent's guide to the self-determined learning model for early elementary students.* (Available from PRO-ED, Inc. or online at: www.beachcenter.org/books/FullPublications/PDF/SDWorkbook.pdf)

Pinkwater, D.M. (1977). *The big orange splot.* New York: Hastings House. (Available from www.amazon.com)

Rebhorn, T. (Ed.). (2003). *Resources you can use: Disability awareness.* (Available online at: www.nichcy.org/bib.asp#bib13)

Siperstein, G., & Rickarts, E. (2004). *Promoting social success: A curriculum for children with special needs.* Baltimore: Paul H. Brookes.

State of the Art, Inc. (Producer). (2003). *My future, my plan: A transition planning resource for life after high school* [Videotape, discussion guide, student workbook, and family/teacher guide, done in collaboration with the National Center on Secondary Education and Transition at the Institute on Community Integration, University of Minnesota]. Washington, DC: State of the Art, Inc. (Available from www.myfuturemyplan.com)

Thorin, E. (2003). *Supporting self-determination: Strategies for direct support staff* [Videotape]. St. Augustine, FL: Training Resource Network, Inc.

Resources Cont'd.

Vandercook, T., Medwetz, L., Montie, J., Taylor, P., & Scaletta, K. (1997). *Lessons for understanding: An elementary school curriculum on perspective-taking*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Vizzini, N. (2000). *Teen angst? Naaah . . . A quasi-autobiography.* (1st ed.). Minneapolis, MN: Free Spirit Publishing.

Walz, L., Nelson, M., & Scaletta, K. (1999). *Lessons for understanding: A junior high and high school curriculum on perspective-taking.* Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Wehman, P. (2001). *Life beyond the classroom: Transition strategies for young people with disabilities* (3rd ed.). Baltimore: Paul H. Brookes.

Wehmeyer, M.L., Agran, M., & Hughes, C. (1998). *Teaching self-determination to students with disabilities: Basic skills for successful transition*. Baltimore: Paul H. Brookes.

Wood. W.M., Test, D.W., Browder, D.M., Algozzine, B., & Karvonen, M. (2004). *A summary of self-determination curricula and components.* Charlotte, NC: University of North Carolina, Self-Determination Synthesis Project. (Available online at: www.uncc.edu/sdsp/sd_curricula.asp)

Organizations

The Ability Center of Greater Toledo
5605 Monroe Street, Sylvania, OH 43560
Phone: 419.885.5733(v/tty);
866.885.5733(v/tty)
Web: www.abilitycenter.org

Advocating Change Together, Inc.
1821 University Avenue, Suite 306-S
St. Paul, MN 55104
Phone: 651.641.0297; 800.641.0059
Web: www.selfadvocacy.com

American Association on Mental Retardation
444 North Capitol Street, NW, Suite 846
Washington, DC 20001-1512
Phone: 202.387.1968; 800.424.3688
Web: www.aamr.org

The Arc
1010 Wayne Avenue, Suite 650
Silver Spring, MD 20910
Phone: 301.565.3842
Web: thearc.org/

The Beach Center on Disability
The University of Kansas, Haworth Hall
1200 Sunnyside Avenue, Room 3136
Lawrence, KS 66045-7534
Phone: 785.864.7600(v);
785.864.3434 (tty)
Web: www.beachcenter.org/

Center for Self-Determination
401 E. Stadium Boulevard
Ann Arbor, MI 48104
Phone: 734.213.5220
Web: www.self-determination.com

The Family Village
Waisman Center, University of Wisconsin-Madison, 1500 Highland Avenue
Madison, WI 53705-2280
Web: www.familyvillage.wisc.edu/

HEATH Resource Center
George Washington University
2121 K Street, NW, Suite 220
Washington, DC 20037
Phone: 202.973.0904 (v/tty);
800.544.3284
Web: www.heath.gwu.edu/

Human Services Research Institute
2336 Massachusetts Avenue
Cambridge, MA 02140
Phone: 617.876.0426 *and/or*
7420 SW Bridgeport Road, Suite 210
Portland, OR 97224
Phone: 503.924.3783
Web: www.hsri.org

Institute on Community Integration
University of Minnesota, 102 Pattee Hall
150 Pillsbury Drive, SE
Minneapolis, MN 55455
Phone: 612.624.6300
Web: http://ici.umn.edu/default.html

Job Accommodation Network
P.O. Box 6080
Morgantown, WV 26506-6080
Phone: 304.293.7186; 800.526.7234 (v/tty)
Web: http://janweb.icdi.wvu.edu

Kids as Self-Advocates (KASA)
A project of Family Voices, 1400 West
Devon, Suite 423, Chicago, IL 60660
Phone: 773.465.3200
Web: www.fvkasa.org

The Marsha Forest Centre
24 Thome Crescent, Toronto, Ontario,
M6H 2S5, Canada
Phone: 416.658.5363
Web: www.inclusion.com

National Center on Secondary Education and Transition (NCSET)
Institute on Community Integration
University of Minnesota
6 Pattee Hall, 150 Pillsbury Drive, SE
Minneapolis MN 55455
Phone: 612.624.2097
Web: www.ncset.org

Office of Disability Employment Policy (ODEP), U.S. Department of Labor
Frances Perkins Building, 200 Constitution
Avenue, NW, Washington, DC 20210
Phone: 866.633.7365 (v);
877.889.5627 (tty)
Web: www.dol.gov/odep/

The OHSU Center on Self Determination
Oregon Institute on Disability and
Development, Oregon Health & Science
University, 707 SW Gaines Road
Portland, OR 97239
Phone: 800.410.7069
Web: www.oidd.org

The PACER Center
8161 Normandale Boulevard
Minneapolis, MN 55437
Phone: 952.838.9000 (v);
952.838.0190(tty); 888.248.0822
Web: www.pacer.org

TASH
29 W. Susquehanna Avenue, Suite 210
Baltimore, MD 21204
Phone: 410.828.8274 (v);
410.828.1306 (tty); 800.482.8274
Web: www.tash.org

Publishers

A.D.D. WareHouse
300 Northwest 70th Avenue, Suite 102
Plantation, FL 33317
Phone: 954.792.8100; 800.233.9273
Web: http://addwarehouse.com/shopsite_sc/store/html/index.html

Brookline
P.O. Box 1047, Cambridge, MA 02238
Phone: 617.868.0360; 800.345.6665
Web: www.brooklinebooks.com

Brooks/Cole
Thompson Learning - Customer Service
P.O. Box 6904, Florence, KY 41022-6904
Phone: 800.354.9706
Web: www.brookscole.com/index.html

Council for Exceptional Children
1110 North Glebe Road, Suite 300
Arlington, VA 22201-5704
Phone: 703.620.3660; 888.232.7733;
866.915.5000 (tty-text only)
Web: www.cec.sped.org

Educational Equity Concepts
100 Fifth Avenue, New York, NY 10011
Phone: 212.243.1110
Web: www.edequity.org/welcome.php

Free Spirit Publishing
217 Fifth Avenue North, Suite 200
Minneapolis, MN 55401-1299
Phone: 866.703.7322
Web: www.freespirit.com

Future Horizons, Inc.
721 West Abram Street, Arlington, TX 76013
Phone 800.489.0727
Web: www.futurehorizons-autism.com/

Laura Hershey
P.O. Box 9004, Denver, CO 80209
Phone: 303.733.8717
Web: www.cripcommentary.com

Human Policy Press
Center on Human Policy
P.O. Box 35127, Syracuse, NY 13235
Phone: 315.443.2761 (v);
315.443.4355 (tty); 800.894.0826
Web: thechp.syr.edu/HumanPolicyPress

Inclusion Press International
24 Thome Crescent, Toronto, Ontario, M6H 2S5, Canada
Phone: 416.658.5363
Web: www.inclusion.com

McGraw-Hill Education
P.O. Box 182604, Columbus, OH 43272
Phone: 877.833.5524
Web: www.mheducation.com

The Nth Degree
21325 Bradner Road, Luckey, OH 43445
Phone: 419.837.5982; 800.241.8468
Web: www.thenthdegree.com

Paul H. Brookes
P.O. Box 10624, Baltimore, MD 21285-0624
Phone: 800.638.3775
Web: www.brookespublishing.com

PRO-ED, Inc.
8700 Shoal Creek Boulevard
Austin, TX 78757-6897
Phone: 512.451.3246; 800.897.3202
Web: www.proedinc.com

Program Development Associates
P.O. Box 2038, Syracuse, NY 13220-2038
Phone: 315.452.0643; 800.543.2119
Web: www.disabilitytraining.com

Sopris West
4093 Specialty Place, Longmont, CO 80504
Phone: 303.651.2829; 800.547.6747
Web: www.sopriswest.com

State of the Art, Inc.
4455 Connecticut Avenue, NW, Suite B-200
Washington, DC 20008
Phone: 202.537.0818
Web: www.stateart.com

Training Resource Network
P.O. Box 439, St. Augustine, FL 32085-0439
Phone: 866.823.9800
Web: www.trninc.com

Woodbine House
6510 Bells Mill Road, Bethesda, MD 20817
Phone: 301.897.3570; 800.843.7323
Web: www.woodbinehouse.com

Academy for Educational Development

Founded in 1961, the Academy for Educational Development (www.aed.org) is an independent, nonprofit organization committed to solving critical social problems and building the capacity of individuals, communities, and institutions to become more self-sufficient. AED works in all the major areas of human development, with a focus on improving education, health, and economic opportunities for the least advantaged in the United States and developing countries throughout the world.

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U.S. Office of Special Education Programs

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