

# SELF-DETERMINATION

for students with disabilities

TRANSITION  
PLANNING  
AT-A-GLANCE SERIES

“Students who are self-determined act autonomously (make choices and decision as needed), are self-regulated (have some personal control over actions), are psychologically empowered (feel and act capable), and are self-realizing (understand the effects of their actions). Youth can begin to be self-determined by learning problem-solving and decision-making, self-advocacy and self-regulation, goal setting and attainment, and self-management techniques.”

*Self-Determination.org*



Use this at-a-glance document to develop an understanding of what schools must do to ensure these critical skills are developed according to each student's strengths and needs.

## SELF DETERMINATION IN THE LAW

### ► TEC §29.011

- “appropriate student involvement in the student's transition to life outside the public school system”
- appropriate parent and supporter involvement in the transition planning process
- “the use and availability of appropriate . . .
  - » supplementary aids, services, curricula, and opportunities to assist the student in developing decision-making skills
  - » supports and services to foster the student's independence and self-determination, including a supported decision-making agreement”

### ► TEC §29.0112

- Texas Transition & Employment Guide must include information about:
  - » Guardianship alternatives, including supported decision-making agreements
  - » Self-advocacy, person-directed planning, and self-determination

### ► TEC §29.017: required notices for transfer of rights must include “information and resources” regarding alternatives to guardianship and “other supports and services that may enable the student to live independently”

- CFR §300.43 “transition services . . . based on the individual child's strengths, preferences, and interests”
- Chapter 1357 of Texas Estates Code: Supported Decision-Making Agreements