

Participant Guide

Quality of Life (QoL) Considerations for Individuals with Intellectual & Developmental Disabilities (IDD)

MTSA

December 13, 2023

3:00-4:00pm

Overview

This presentation focuses on quality of life (QoL) considerations for individual with intellectual and developmental disorders (IDDs). Topics covered include definitions, indicators, and research related to QoL. Research supporting IDD and QoL are covered across contexts including employment, education, independent living, control of choices, and other areas, and how enhancing self-determination skills in transition programming and supports can influence outcomes in postsecondary settings. Recent research supporting self-determination skills as a significant construct related to attaining QoL will also be covered. Self-determination is defined with resources provided for assessing, implementing, and measuring goals related to self-determination. Resources are provided for self-determination education, learning, assessment, curriculum, and tools.

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Objectives

- Definition and elements of QoL
- Data and research on IDD and QoL
- Frameworks for QoL
- Barriers in attaining QoL
- Improving QoL for individuals with IDD
- Role of self-determination in attaining QoL
- Resources for promoting QoL

Handouts (document folder available at):

[S.Rulison MTSA QoL-IDD 121323](#)

- Participant Guide (with contact information, resources, videos, actions to take)
- PowerPoint of QoL Considerations for Individuals with IDD presentation
- QoL Conceptual Framework Component (component definitions and examples)

[Go to Actions to be Taken Now](#)

Videos

- Michigan Alliance for Families and Wayne State University, Michigan Developmental Disabilities Council: [Self-Determination-Building a Successful Future for People with Disabilities](#)
- Self-Advocates of Michigan-[Overview Video](#)
- Transition Tennessee Pathways to Self-Determination (free login/account required): [Pathways to Self-Determination \(Video\)](#)
- University of California-San Francisco, Office of Developmental Primary Care (related to health care): [Who Defines MY Quality of Life? Perspectives from Disability Advocates and Their Caregivers](#)
- Wayne State University, Michigan Developmental Disabilities Council-[Possibilities Video Series](#)
- YouTube [Self-Determination Channel](#)

Resources

Self-Determination Information and Resources

- [American Association of Intellectual and Developmental Disabilities \(AAIDD\)](#): oldest and largest interdisciplinary membership organizations for professionals and others interested or involved in intellectual and developmental disabilities. AAIDD promotes progressive policies, viable research, and effective practices and rights for people with IDD.
- ARC Michigan, [Partners in Advancing Self-Determination](#)
- Illinois Center for Transition and Work. [Self-Determination: The Engine Powering Transition Planning & Education, Jim Martin, PhD](#) (Professor Emeritus University of Oklahoma) (36:40)
- Michigan Alliance for Families, [Transition](#) and [Self-Determination](#)
- Michigan Department of Health and Human Services, [Self-Determination Initiative](#)
- National Technical Assistance Center for Transition (NTACT-C)
 - [Predictors of Post School Success Level of Evidence Chart](#) (download chart)
 - [Self-Determination](#)
- [Self-Advocates of Michigan](#)
- Transition Tennessee Pathways to Self-Determination (free login/account required)
 - [Pathways to Self-Determination \(Video\)](#)
 - [Supporting Strong Transitions for Youth with Disabilities](#)
 - [Lessons for Students](#)
- [U.S. Department of Education and Rehabilitative Services \(OSERS\), Self-Determination](#)
- [Wayne State University, 2BSD Resources for Self-Determination](#)
 - [Action Model for Self-Determination](#)

Self-Determination Training, Tools, and Assessments

- ARC [Self-Determination](#)
 - [ARC's Self-Determination Scale \(Assessment\)](#) (free) (*developed with Michael Wehmeyer, PhD and Nancy Bolding, MA from the University of Kansas*)
- Oklahoma University (OU), [Zarrow Institute on Transition & Self-Assessment](#)
 - AIR Self-Determination Assessment: Assessment Information and Assessment Forms (free)
 - ARC Self-Determination Scale (referenced above) (free)
 - Casey Life Skills (free and updated)
 - Choice Maker Self-Determination Assessment
 - TAGG Assessment
- [I'm Determined](#), Virginia Department of Education and Virginia's Training & Technical Assistance Centers (TTACs), which are located at universities throughout Virginia. Resources for individuals, educators, and families. Numerous tools and resources to support the elements of self-determination (including online and downloadable worksheets with engaging graphics).
 - [Elements of Self-Determination](#) (choice making, decision-making, problem-solving, goal setting & attainment, self-regulation, self-advocacy, self-efficacy, self-awareness, internal locus of control)
- [Self Determination Learning Model of Instruction \(SDLMI\)](#), University of Kansas (free, downloadable curriculum for educators)-expansion of I'm Determined concepts
 - Free assessments and curriculum for students, parents, adults
 - Self-Determination Inventory System: Student Report ([SDI:SR](#))
 - Self-Determination Inventory System: Parent/Teacher Report ([SDI:PTR](#))
 - Self—Determination Inventory System: Adult Report ([SDI:AR](#))
- Statewide Autism Resources and Training (START): [Empowering Students through Self-Determination](#) (self-paced training)
 - [START iQuest](#) Self-Advocacy Tool (customize goals for increasing independence)
 - [Home Independence Goals](#) and [School Independence Goals](#)

Self-Determination Curriculums

- [Charting the Life Course](#)
 - Framework supported by research
 - Trajectory across the lifespan
 - Can be used as transition curriculum
 - Person-centered
 - [Tools](#) to consider strengths, interests, preferences, and needs; goal setting, mapping relationships, life domain vision tool, more
 - Numerous 1–2-minute videos for professionals, individuals, families
 - Training available
 - [Getting Started with LifeCourse](#)

- Oklahoma University, [Zarrow Institute for Transition and Self-Determination-Curriculums](#) (free, downloadable curriculums may include strands, modules, teaching goals, worksheets, goals, IEP materials, videos, and some are suited or can be adapted for elementary age.)
 - ChoiceMaker Self-Determination Transition Curriculum
 - Me! Lessons for Teaching Self-Awareness and Self-Advocacy
 - Pulos' Career Assessment & Exploration Tool Kit (P-CAET)
 - Student-Directed Transition Planning
 - TAGG Lesson Plans
 - Transition Bell Ringers
 - Tying the Knot
 - Whose Future is it Anyway? A Student-Directed Transition Planning Process
- [Self Determination Learning Model of Instruction \(SDLMI\)](#), University of Kansas (free, downloadable curriculum for educators)-expansion of I'm Determined concepts
 - Free assessments and curriculum for students, parents, adults
 - Self-Determination Inventory System: Student Report ([SDI:SR](#))
 - Self-Determination Inventory System: Parent/Teacher Report ([SDI:PTR](#))
 - Self—Determination Inventory System: Adult Report ([SDI:AR](#))
 - Aligns with [I'm Determined](#) resources
 - Framework supported by research
 - Further individualization may be needed
 - Full curriculum (or use of tools)
 - Online dashboard

Actions to take now:

1. Educator-complete [Self-Determination Self-Assessment](#) to review current practices, learn about, and prepare to teach self-determination skills
 - Decide on a goal tracking tool: (example) Goal Plan from I'm Determined
2. Start with what's doable
 - Select 1-2 students
 - Use the tools from I'm Determined for the [Student Self-Determination Checklist](#)
 - Have parent complete the [Parent Self-Determination Checklist](#)
 - Teacher or staff should do the [Educator Self-Determination Checklist](#)
 - Compare results and review discrepancies
 - Decide on 1-2 reachable self-determination goals and monitor the goals and recognize achievement
 - Set new goals
3. Involve ALL students in their IEPs
 - May look different for each student
 - Increase participation
 - Focus on strengths
4. Work with families on the importance of self-determination
 - Share resources and provide coaching
 - Help with setting home goals