

# Moving Beyond Curriculum:

## In-the-Moment Strategies to Support Self-Determination of Youth with Disabilities

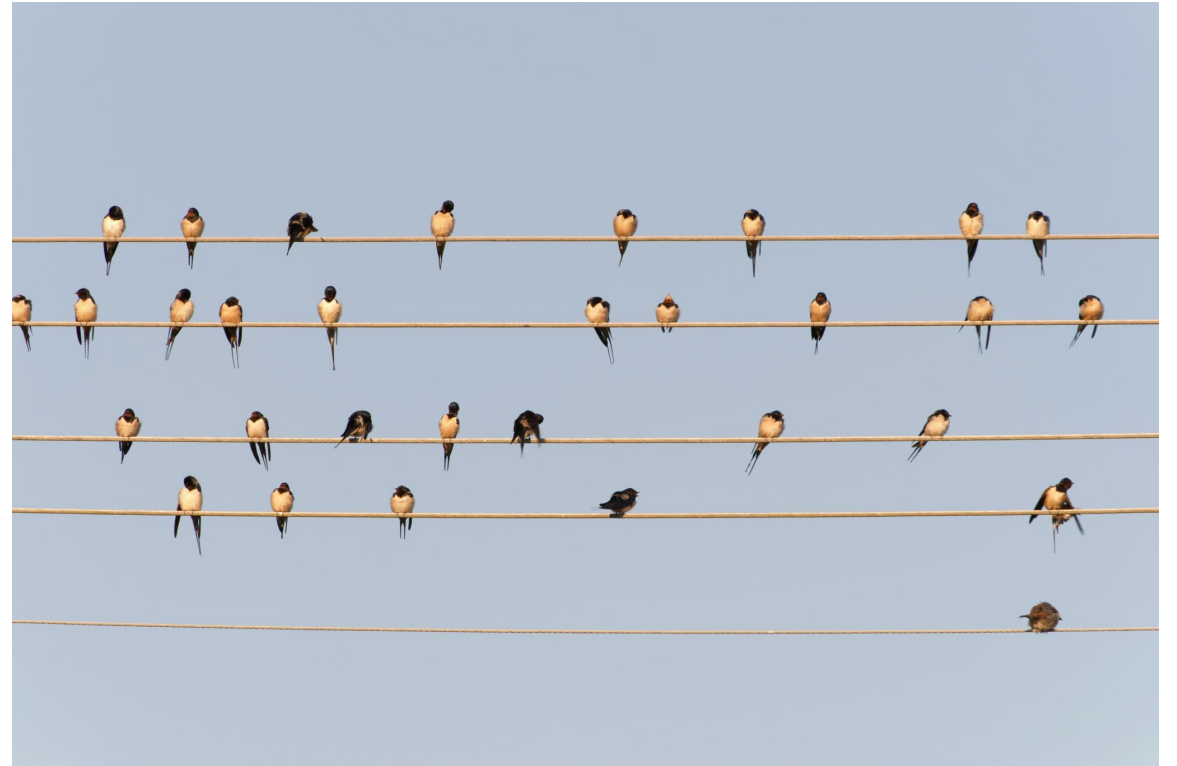
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# Our Positionality

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- Anya: refugee, Russian, white, has a disability, cis, straight, partnered, ph.d., employed, poverty to middle class
- Genna: Queer, white, has a mental health disorder, gender non-binary, partnered, Master's degree, graduate student, employed, from a rural community





# Agenda

- What is self-determination?
- How do you recognize It?
- What do you do when you see it?

# Self-Determination: **In Your Own Words**

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- Write down your definition of self-determination on a post-it note(s)
  - Put your post-it note(s) up on the wall/paper on the wall



# Self-Determination



- **Autonomy**
- **Competence**
- **Relatedness**



**Self-Determination - You Know It When You See It**



# Self-Determination



- **Autonomy**
- **Competence**
- **Relatedness**



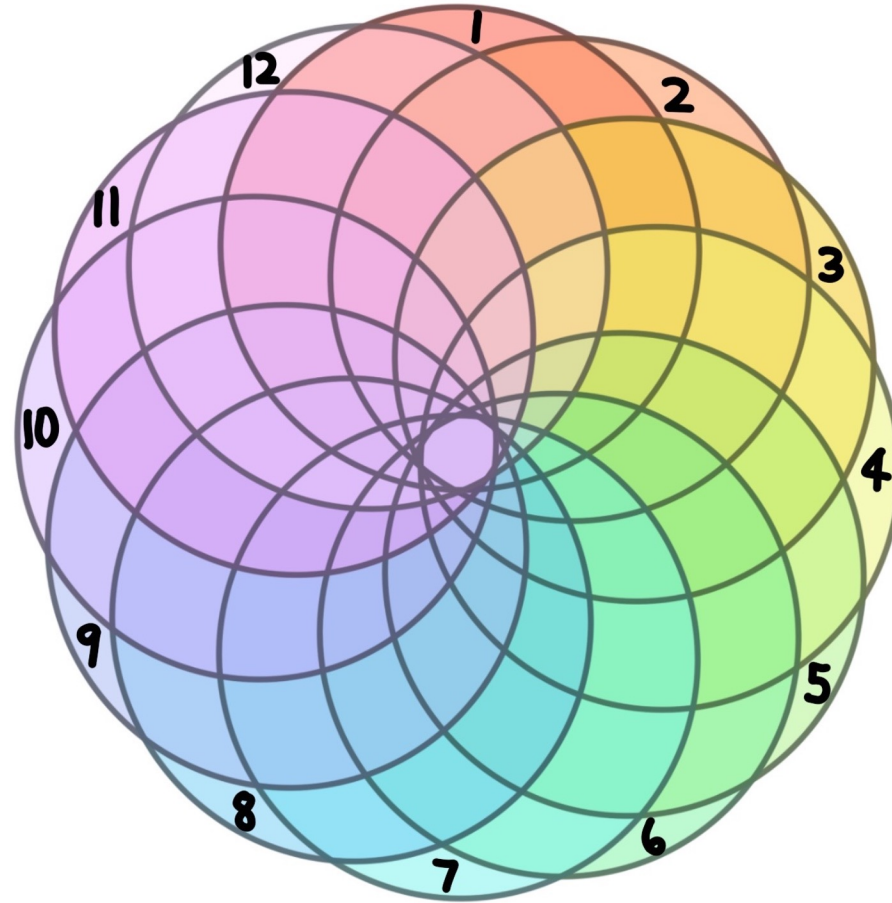
# WHEEL OF POWER/PRIVILEGE



Adapted from ccrweb.ca

@sylvriaduckworth

# INTERSECTIONALITY



- 1 Race
  - 2 Ethnicity
  - 3 Gender identity
  - 4 Class
  - 5 Language
  - 6 Religion
  - 7 Ability
  - 8 Sexuality
  - 9 Mental health
  - 10 Age
  - 11 Education
  - 12 Body size
- (...and many more...)

Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

- Kimberlé Crenshaw -

# Strategies: **Autonomy**

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- Support student **choice**
- Evoke **needs, preference, perspectives**
- Provide opportunities for **leadership**



# Strategies: **Competence**

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- Invite students to work on **challenging and achievable** tasks
- Support students in identifying **strengths**
- Provide opportunities for students to be in **expert roles**



# Strategies: **Relatedness**

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- Use **culturally responsive** strategies
- Notice and **remember** important information about your students
- Build a sense of **community**





What Do You Do?



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