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""9.3.1. Negotiating Action Steps and Responsible Parties""""9.4. Needed Service System Changes"; ""10. Key Question 7: How Can Person Centered Planning Information be Incorporated into the IEP/Transition Plan?"; ""11. Best Practice Recommendations""; ""12. Community-Based Activity Suggestions""; ""13. Discussion Questions""; ""References""; ""Self-Determination: Enhancing Competence and Independence""; ""1. Key Questions""; ""2. Window to the World Case Study 1""; ""3. Window to the World Case Study 2""; ""4. Key Question 1: What is Self-Determination?""
""5. Key Question 2: How Does Self-Determination Impact Transition and Learning Outcomes?""""6. Key Question 3: Why is Choice Making Considered the Foundation of Self-Determination?""; ""7. Key Question 4: What Are the Strategies Associated With Self-Determination?""; ""8. Expressing Preferences and Choice Making""; ""9. Picture Cues and Antecedent Cue Regulation Strategies""; ""10. Problem Solving""; ""11. Self-Instruction""; ""12. Self-Monitoring""; ""13. Self-Evaluation""; ""14. Self-Reinforcement""; ""15. Key Question 5: When Do You Start Teaching Self-Determination Skills?""
""16. Key Question 6: How Does Self-Determination Fit into Transition and Employment Programs?""

Sommario/riassunto

Successful transition from school to adult life has always been difficult for people with disabilities, especially in the area of employment. The vast majority of people with disabilities are either unemployed or underemployed with low wages and few benefits, and many governments are struggling to find a way of providing employment and benefits to people with disabilities without creating disincentives to work. This book provides strategies and ideas for improving the lives of people with disabilities, exploring new ways of enabling a successful transition to an integrated adult working life b
