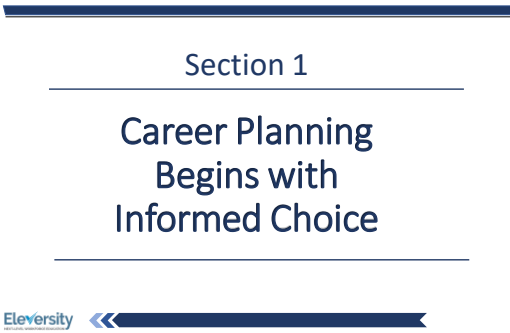
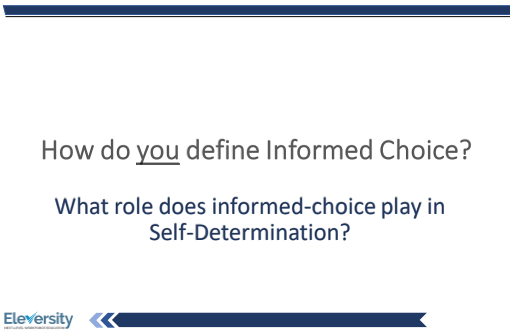


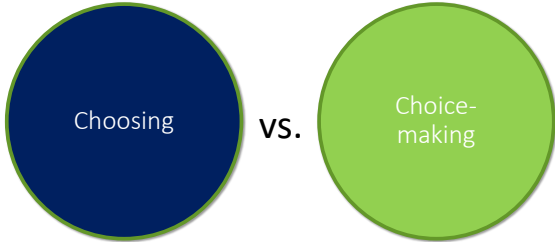
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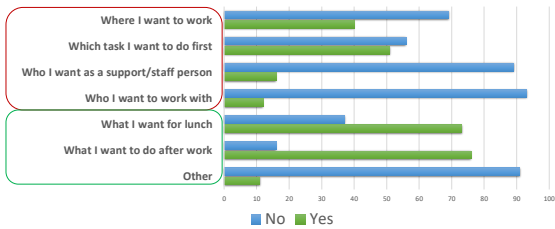
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A complex block with a dark blue background. On the left, there are four circular icons: a green one with "Competitive job", a blue one with "Day program", a purple one with "On-site", and a red one with "Off-site support". In the center, there are images of a glass of water, a red can, and a plate of food. Below these images is the text "or". To the right of the images is a large dark blue box containing the text "CHOOSING— What do you want...?" and "[insert options]".

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"When I've made choices, it's usually about"



Choosing and choice making are not the same: Asking "what do you want for lunch?" is not self-determination, Martin Agron, et al., Journal of Vocational Rehabilitation 33 (2020) 77-88.

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Section 2

Informed Choice Leads to Self-Determination

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Choice Making —
A central element of self-determination

- Self-determined individuals make choices, act on those choices, experience results, and then make new choices
- Providing choice-making opportunities leads to greater engagement and motivation
- Promoting choice opportunities is considered a universal right
Agran, M. 2008



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The road to success is paved with informed decision-making, self-determination, and self-advocacy skills



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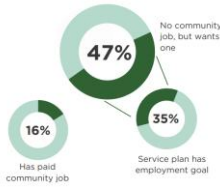
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NCI-IDD — 2021-22 DATA AT A GLANCE

- **Employment is an important outcome** and a key indicator of how well systems support people to have full access to their communities.
- Nationally, **just 16% of respondents have a paid job in the community.**
- Among those who do not have a paid community job, **almost half want a job.**
- However, about 1/3 of those who want a job have an employment related goal in their service plan.



NCI-IDD — 2021-22 DATA AT A GLANCE



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S E L F A D V C A C Y	<p>Self-awareness</p> <ul style="list-style-type: none"> • Interests, strengths & preferences • Goals & dreams • Support / accommodation needs • Characteristics of one's disability • Responsibilities 	<p>Knowledge of rights</p> <ul style="list-style-type: none"> • Personal rights • Rights as a citizen • Human rights • Educational rights • Steps to advocate for change • Knowledge of resources 	
	<p>Communication</p> <ul style="list-style-type: none"> • Assertiveness • Negotiation • Body language 	<ul style="list-style-type: none"> • Use of assistive technology • Listening • Compromise / persuasion 	
	<p>Leadership</p> <ul style="list-style-type: none"> • Knowledge of group's rights • Advocating for others or for causes 	<ul style="list-style-type: none"> • Knowledge of resources • Organizational participation 	



Teas, David W., Fowler, Catherine H., et al., | Exceptional Children, Fall 2005

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Defining Informed Choice

- Informed choice in employment entails:
- Knowledge and experience with appropriately high expectations for full community integration
 - Valued social roles
 - Normative routines and rhythms appropriate to the person's age

Moore, Ruby & Friedman, Mark. (2017). Journal of Vocational Rehabilitation, 46, 245-264.



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The Role of Informed Choice



Moore, Ruby & Friedman, Mark. (2017). Journal of Vocational Rehabilitation, 46, 245-264.



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Section 3

Components of informed choice



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- Person is the focal point and driving force
- Choice is understood by person
- Person has information, knowledge, and experience
- Choice is meaningful to the person
- The person has the power, confidence, and authority to make decisions
- The person has the appropriate supports
- Chooses people to support their decision
- Is part of supported decision-making
- Ongoing advice and support with option to modify
- Person is free to decide without undue pressure
- Reasonable accommodations

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Supported Decision-Making

- Supported Decision-Making [SDM]** is a great alternative to guardianship — it provides a dependable, formalized process for people with disabilities when they need to make a decision.
- SDM** is a way to get help making choices. SDM means that individuals make their own choices. They can choose family, friends, staff, or whoever they want to help make their choices.
- SDM** is flexible and can change with their needs. It will give them ore independence and freedom.

<https://thearcofnova.org/programs/info-referral/workshop-series-sdm/>
<https://sdmny.hunter.cuny.edu/>

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Scenario for Breakout

Lester is 24 years old and lives with his grandmother. He has been in Day Hab since exiting high school and has never had paid employment or volunteered. His grandmother is very protective of him, and he often defers to her before answering even basic questions. Lester's grandmother relies on her SSDI and his SSI as income. Lester's grandmother is not his legal guardian.

During his most recent Life Plan meeting, when Lester was asked about his interest in competitive integrated employment, he looked to his grandmother for guidance.

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Es

- G1** Choice is meaningful to the person
- G2** Choice is understood by person
- G3** The person has the power, confidence, and authority to make decisions
- G4** Person has information, knowledge, and experience

Breakout | Informed Choice

Based on the component your group has been assigned, answer the following regarding the LP meeting with Lester:

- How will you ensure this component in Lester's meeting?
- What might get in the way?
- What strategies or techniques might you implement to improve this component?



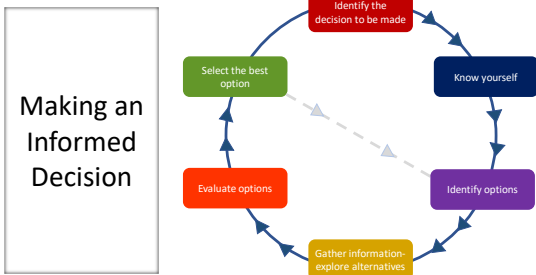
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Section 4

Making an Informed Decision



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It seems so easy, what might get in the way?

- Lack of experience and knowledge
- Lack of, or inadequate training
- Work overload — High caseloads, documentation, staff shortages
- Expectations — Parents, job seeker, VSP
- **Bias and distortions**

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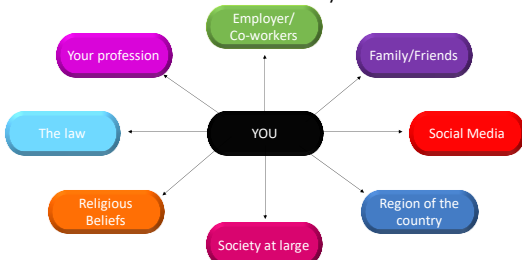
Section 5

Cognitive Bias & Informed Decision-Making

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What are the sources of your beliefs?



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Cognitive Bias — What we think

Anchoring	Relying too much on initial pieces of information, which can limit further assessment.	"This first assessment looks good; do I really need any more?"
Bandwagon effect	Uptake of beliefs and ideas increases the more they have been adopted by others.	"The whole department knows that this is how Bob behaves."
Confirmation bias	Focusing on information that only confirms existing preconceptions.	"I've asked everyone who knows Bob and they all agree with me."
Halo or horn effect	Our overall impression of a person influences how we feel and think about their character.	"Bob was so great [vs. not great] to work with in CBPV, I don't need to assess for more information."
Illusion of validity	Overestimating our ability to make accurate predictions, especially when data appears to tell a coherent story.	"Bob did awesome in his CBA, I'm sure he can do any job."

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FLEX
to do
better

F Focus Within:

- Tune into your emotions
- Recognize how your experience has shaped your perspective
- Stick to fact, and don't make assumptions
- Turn frustration into curiosity

L Learn about others:

- Recognize how their experiences have shaped their perspective
- Consider how they might see the situation and what is important to them
- Think about how your actions may have impacted them

E Engage in dialogue:

- Ask open-ended questions
- Listen to understand, not to debate
- Offer your views without defensiveness or combativeness
- Disentangle impact from intent
- Avoid blame, think contribution

X "oXpand" the options:

- Brainstorm possible solutions
- Be flexible about different ways to reach a common goal
- Experiment and evaluate
- Seek out diverse perspectives

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Section 6

Informed Decision-Making and Career Planning

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Informed Decision-Making Throughout Career Planning



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Types of Career Exploration

Experiential Opportunities

- Work readiness instruction
- Informational interview
- Job shadow/Virtual job shadow
- Business tours
- Community assessments/Situational assessment
- Volunteering
- Mentoring/Internships

Career Exploration

- O*NET



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Breakout Exercise | Manual



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Contact Us



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