

## **Supported decision-making for students with CCN**

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### **Short Abstract**

Families, clinicians, and school teams often make decisions *for* our emergent students instead of *with* them. These students leave school without meaningful experience participating in the most important decisions about their lives, such as where they will live, who they will live with, and how they will spend their days. The more emergent a student's skills, the more explicit support, instruction, and planning they need to participate in decisions.

Teaching students to participate in decisions is an essential life skill. At minimum, it ensures they can evaluate their adult services and advocate for their needs. At best, it ensures they are equipped to be deeply understood and live their best life.

This hands-on session will explore a range of tools and strategies that can be used all across the lifespan. We will emphasize the role of observation, multiple perspectives, visual supports, wait time, open-ended questions, and personalized and predictable routines. You will experience how these tools and strategies help us elicit and gather information about what is most important to our students, what is working and not working for them, and what changes they want to see. Finally, we will explore free resources to document what we learn so that communication partners can respond consistently and respectfully to how the student participates in decisions.

These tools and strategies will be particularly helpful to anyone with transition-age students, but no student is too young or too emergent to increase their involvement in decisions!

### **Long Abstract**

This presentation/workshop is part of the AssistiveWare stream.