

Options for Supported Decision Making

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What is Supported Decision Making?

- Supported decision making incorporates a range of models, all of which allow the individual with a disability to retain the final say in her or his life. Under supported decision-making models, adults with disabilities, as all of us do, get help in making decisions, but they retain control over who provides that help, and what the ultimate decisions will be.
- It is an individualized process where people with disabilities use trusted friends, family members, or professionals to give them the help they want and need to understand the situations they face and so they can make their own decisions

How do you and I make a decision?

- What do you do if you're not familiar with the issue?
- Taxes?
- Medical Care?
- Auto Repairs?
 - What Do You Do?
 - Board Activity

Research has repeatedly found that people who exercise greater self-determination, those with more control over their lives, have greater independence and quality of life.

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- experienced better employment outcomes
 - became more independent
 - and experienced more community integration

It's a Paradigm, not a Process

- Not one way to do that is correct; not one size fits all.
- Supported decision making can include:
 - Informal supports
 - Written agreements, Advocacy forms, Powers of Attorney
- Everyone has the right to make choices.
- People can get help making choices with giving up that Right.
- People often need help in understand, making and communicating their choices

So what does this have to do with School?

- Curriculum can be comprised of three units:

- 1. Set a goal
- 2. Take action
- 3. Adjust goal or plan

- Students are required to solve the problems through a series of four steps:

- 1. Identify the problem
- 2. Identify potential solutions to the problem
- 3. Identify barriers to solving the problem
- 4. Identify consequences of each solution

This can align with Common Core Standards

Determination Goals

- I statements in IEP Goals and Objectives to ensure student involvement and accountability.
 - I will identify a subject I want to write about and use proper grammar and punctuation in my stories 3 out of every 4 times.
- Student lead IEP
 - The student leads the meeting and identifies goals and objectives with assistance
- Transition Services
 - “Instruction, related services, community experiences, the developmentpost school adult living objectives, and when appropriate, the acquisitions of daily living skills” 20USC 1401 (34)
- VR Goals
 - “prepare for, secure, retain, advance in, or regain employment”
 - What if the skills you need to work are the same one you need to avoid guardianship? Self care, Organization, Communication, Interpersonal Skills

What needs to be considered to teach?

- Independent Living; Assistance with activities of daily living
 - Household cleaning,/maintenance, laundry, shopping and meal preparation, communication, personal hygiene.
- Healthcare
 - Managing day to day health, healthy diet, first aid, medication management, consent
- Finances
 - Managing assets, spending money, managing debts and obligations, paying bills
- Provision of other basic needs
 - Transportation, social relationships, voting

Benefits

- The individual retains legal decision making authority
- The relationship is freely entered into and can be terminated at will
- The individual actively participates in decision making
- Decisions made with support are generally legally enforceable
 - Tools to be shared developed with Disability Rights Montana

Guardianship

Alters the opportunities for an individual with disabilities to make independent choices and exercise self-determination skills

Removes the opportunity to make a variety of choices about their lives and removes many of the rights the rest of us enjoy

Education

- When transfer of rights paperwork is completed, parents are to still continue to receive notice of IEP and Evaluation Team meetings
- Educational Advocacy Form
- Consent to Release Information
- Educational Power of Attorney (Authorizes “for” not “with”)

Financial

- Budgeting support to learn to pay bills, balance a checkbook, and budget monthly income.
- Online bill pay
- Co-signature on a bank account
- Debit card or Store cards with set amount
- Representative Payee for Social Security
- Money in a trust which specifies how it will be spent. Can be set up to ensure the money does not impact SSI and Medicaid eligibility.

Medical

- Connect individuals who can assist in explaining procedures and impact
- Medical Advocacy Form- chosen individual receives the same information about medical decisions and also signs off on them
- Medical Power of Attorney- Someone to make decisions for the individual; can be temporary such as while someone is incapacitated due to anesthesia
- Advanced Directives- Living Will

Legal

- Teach about signature
- Another individual can file a complaint on behalf of some else with no special form or authorization
- Attach language that is understandable by the individual and with their signature
- Advocacy Form (service providers)

- Parents and people who work with young people with developmental disabilities need better resources to promote independence and autonomy.
- They need materials, resources, and guidance that include, but are not limited to, tools that provide the following:
- Education and training for parents, self-advocates, and professionals with whom students with disabilities interact prior to age 18 on the ways in which guardianship can affect young adults with disabilities.
- Supported self-determination models in school curriculums for all students, including education on financial management, medical decisions, career decisions, living arrangements, and entering into contracts.