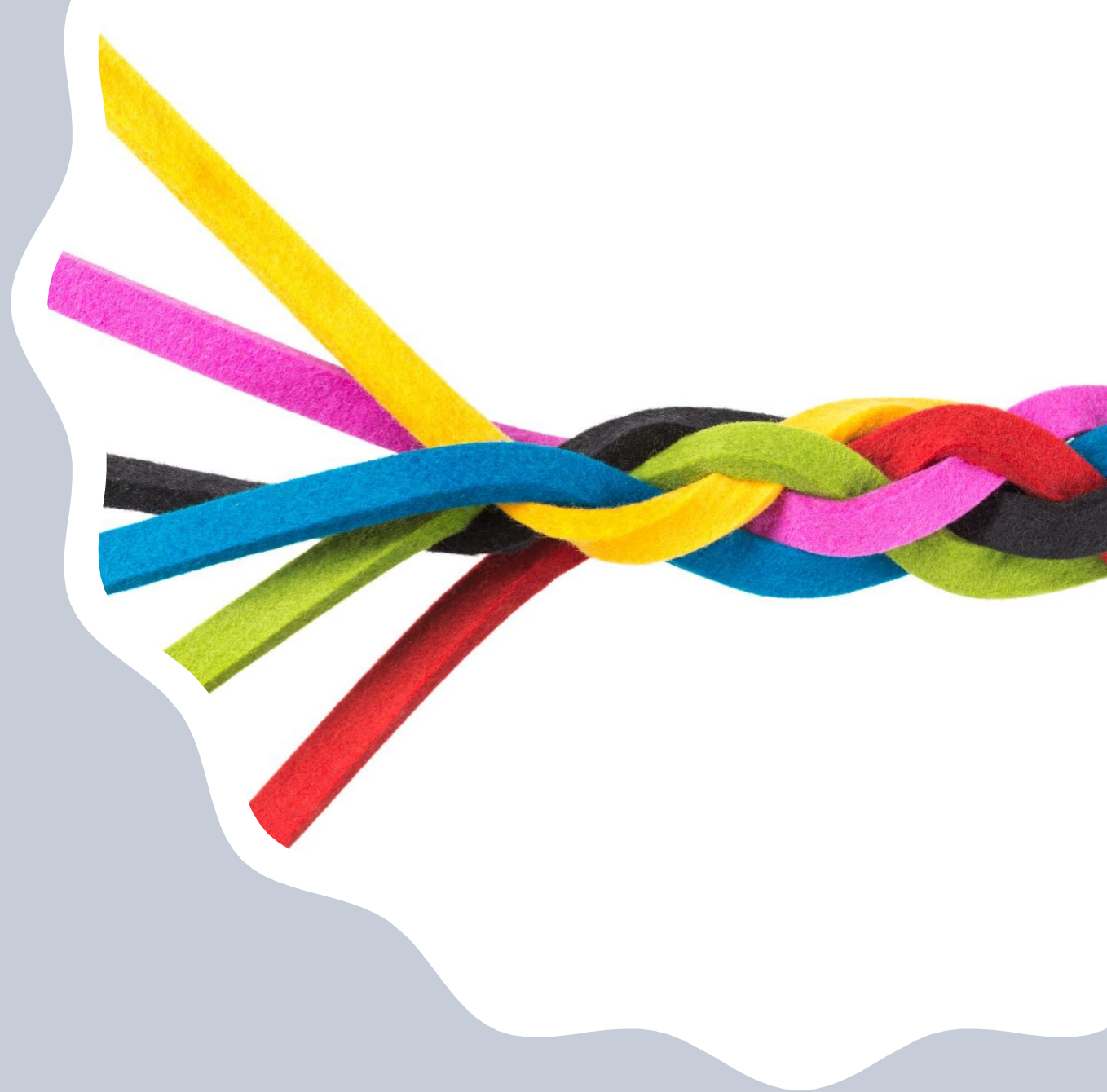


Supported Decision Making



Objectives

- Understand how we came to Supported Decision Making
- Identify the What & How of Supported Decision Making
- Identify opportunities to prepare students, families and supporters to succeed with Supported Decision Making

How did we get here?

Guardianship means obtaining the legal authority to make decisions for another person.

The person no longer has the **basic right** of making their own decisions.

Supported Decision Making (Jenny Hatch)

Guardianship

“Plenary” or “Full Guardianship”

Gives the Guardian power to make ALL decisions for the person.

- Used in the majority of cases.

Guardianship over the person

Guardianship over the estate

Temporary Guardianship

Senate Bill 134 (RSA 464-D)

Effective January 1, 2022

Establish and **RECOGNIZE** Supported Decision Making as an alternative to Guardianship

If ADULT guardianship is being discussed by the IEP Team with a student or the students family – must inform of Supported Decision Making.

Law directs schools further with....

“This shall be done promptly when guardianship is first discussed. The IEP team shall make available resources to assist in establishing a supported decision-making agreement. If a supported decision-making agreement is executed, the IEP team shall abide by decisions made by the student pursuant to the supported decision-making agreement.”

Supported Decision Making (SDM)

“a recognized alternative to guardianship through which people with disabilities use friends, family members, and professionals to help them understand the situations and choices they face, so they may make their own decisions without the “need” for a guardian.”

- Blanck & Martinis, 2015

Process for Supported Decision Making

Not necessary to file anything with the courts

A person can have multiple supporters

Form can be notarized or have 2 witnesses.

Use your own form or the one in the legislation

Individual can end the relationship at any time

Process..

Doesn't mean the person must follow the suggestions/advice of the supporter

Focus attention on decision making

Supporter role is to explain options, possibilities and potential consequences

Can exist WITH guardianship

It's a fluid process

Begins and ends with the Person being supported

Preparing for Supported Decision Making

Home, School, Social life

Ways we make decisions..

“It feels right” Following your gut. Deciding based on how you feel.

“Wait and See” – You postpone making a decision for as long as possible.

“Go along with others” Decide based on what others are doing.

“Least risky” Do what seems the safest. Don’t take any chances.....

“Decide impulsively” Don’t think it through or ask questions – just jump.

“Think it through” Consider the options and pros and cons of each. Carefully consider your options.

Skills of a Decision Maker

Having priorities or a goal

Being able to consider the pros
and cons of a decision

Being able to listen with an
open mind

Teach Decision Making

- Start early and never stop
- Do it often
- Problem solving and decision making are two separate things
 - Problem solving means being forced to make a decision because of conditions beyond your control.
 - Decision making means choosing to make a decision because you want something to happen that is not happening now.
- **Avoid Rescuing**

Opportunities

Annual meetings – goal setting

Transition planning

Social/Family relationships

Opportunities

Individual who is being supported can choose family, friends, or staff who they want assistance from when making choices.

Individual determines how many areas of support are needed, what they are, & how many members they will have on their team.

Supporters will meet with the individual to determine what roles & areas of support they will provide. They may meet individually or as a group. Formally or informal.

How can we
make SDM
work?

Individual and
supporter
work to:

Understand information, issues, and
choices

Focus attention on decision making

Weigh options

Ensure that Decisions are based on the
individuals preferences

Interpret and/or communicate decisions to
other parties.

One Form....

SUPPORTED DECISION-MAKING AGREEMENT

This agreement must be communicated to all parties to the agreement in the presence of either a notary or 2 witnesses. The form of communication must be appropriate to the needs and preferences of the person with a disability. Reading the agreement out loud or using a sign language interpreter may be necessary.

My name is _____.

I want to have people I trust help me make decisions. The people who will help me are called supporters. My supporters are not allowed to make the decisions for me. I will make my own choices, with their support. I am called the principal.

This agreement can be changed at any time. I can change it by crossing out words and writing my initials next to the change. I can also end this agreement at any time by _____.

Signature of Principal: _____

I am making this supportive decision-making agreement because I want people to help me make choices. I know that I do not have to make this agreement. I know that I can change this agreement at any time.

My printed name: _____

My address: _____

My phone number: _____

My email address: _____

Today's date: _____

Supporters

Supporter #1

I agree that _____ (name) will be my supporter. Their contact information is:

Address: _____

Phone Number: _____

E-mail Address: _____

My supporter may help me with making everyday life decisions relating to the following:

Obtaining food, clothing, and shelter: Yes ___ No ___

Taking care of my physical health: Yes ___ No ___

Taking care of my mental health: Yes ___ No ___

Managing my financial affairs: Yes ___ No ___

Resources

Families:

- <https://familyvoiceswi.org/resource-library/self-determination-and-children-with-disabilities/>

Schools:

- <https://adayinourshoes.com/self-advocacy-iep-goals/#h-self-advocacy-goals-for-high-school-students>.
- <https://www.pacer.org/transition/learning-center/independent-community-living/self-determination.asp>

Questions, Conversation & Evaluation

[HTTPS://WWW.SURVEYMONKEY.COM/R/
WORKSHOP22-23](https://www.surveymonkey.com/r/workshop22-23)

