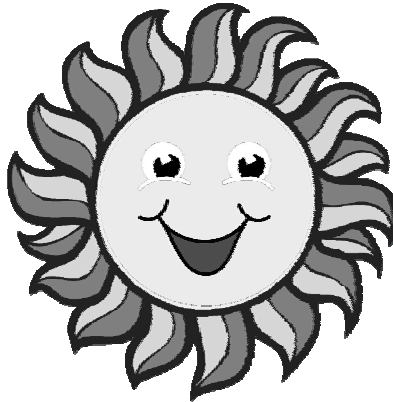


Introduction to Self-Direction



Module 1 (Part A) Dreaming

This presentation is about self-direction and the first module is about dreaming.

Trainer's Notes

This is an introductory slide for Module A.

**Materials developed by:
Partnership for People with Disabilities
Virginia Commonwealth University
Funding provided through:
Virginia Department of Medical Assistance Services
With grant support from:
U.S. Centers for Medicare and Medicaid Services**

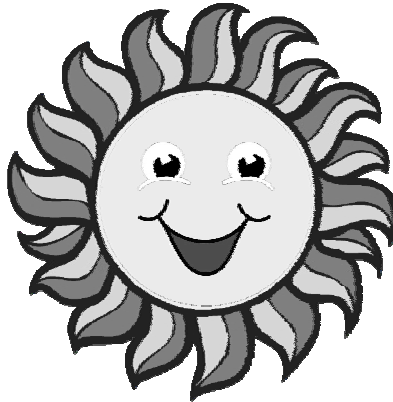
The Partnership for People with Disabilities is a university center for excellence in developmental disabilities at Virginia Commonwealth University. VCU is an equal opportunity/affirmative action institution providing access to education and employment without regards to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation, or disability. If alternative formats of materials are needed, please contact the Partnership for People with Disabilities at 804/828-3876 or 800/828-1120 (TDD Relay). Support for this initiative was provided through a contract with the Virginia Department of Medical Assistance Services with funding from the U.S. Centers for Medicare and Medicaid Services, Grant No. P-91599/3. However, the contents herein do not necessarily represent the policy of the U.S. Department of Health and Human Services, and you should not infer endorsement by the Federal government. Please include this disclaimer when copying or using all or any part of the materials in dissemination activities. (2004)

The materials for this presentation were developed by the Partnership for People with Disabilities at Virginia Commonwealth University. Funding was provided through the Virginia Department of Medical Assistance Services with grant support from the Centers for Medicare and Medicaid Services.

Trainer's Notes

Tell the audience who developed the materials and who funded the development of the materials. Use your own words and discretion in how you present this information.

Introduction to Self-Direction



Module 1 (Part A) Dreaming

Today we are going to talk about self-direction.

Self-direction is about FREEDOM and RESPONSIBILITY.

Have you heard these words before? Do you know what they mean?

Freedom means being able to make important choices about how you live your life.

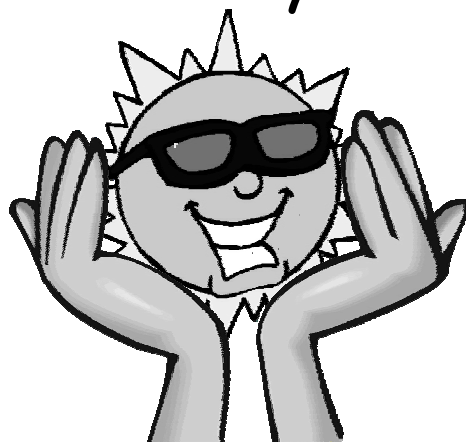
Responsibility means doing your best to make good choices that make you happy and keep you safe.

Trainer's Notes

Before you talk about freedom and responsibility, ask participants if they have heard the word "self-direction." How have they heard it used? Where have they heard it? What do they think it means?

Give participants the time to respond to your question about what the words freedom and responsibility mean.

Self-direction is about you.



The SELF in self-direction tells us it is about **YOU**.

Trainer's Notes

Write "**You**" on a flip chart and point to each participant emphasizing the "self" in self-direction.

Self-direction is about your everyday life.



Self-direction is about YOUR everyday life.

Trainer's Notes

To make this more concrete, bring a flip chart on which you have drawn or pasted pictures that are examples of activities of everyday life, such as people at work, or participating in leisure activities, or at home relaxing, cleaning, or sharing a meal with someone. Ask the group to describe the pictures and then write a word or two beneath each picture such as home, family, work, etc. to summarize the participants' comments.

Self-direction is about



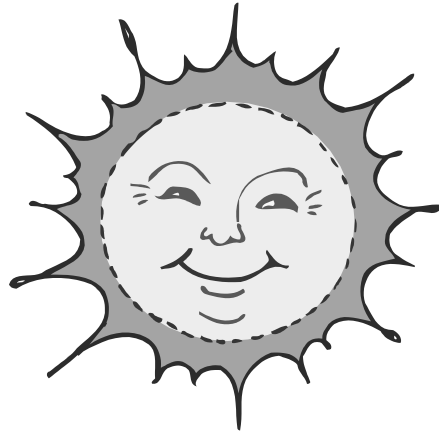
you being in charge.

Self-direction is about **YOU** being in charge of your life. Sometimes we say this means that you are the boss of your life. Being the boss of your life does not mean that you boss others around. It means that you work hard to make good choices.

Trainer's Notes

Write “**It’s About Me**” on the flip chart. Ask participants to repeat with you, “It’s about ME, my dreams, and my everyday life. I am in charge.”

Self-direction is about you being happy!



Self-direction is about **You** being happy

- and having a home.
- and choosing your friends.
- and having a job you like.
- and spending time with family.
- and doing things that you like to do.
- and taking care of yourself.

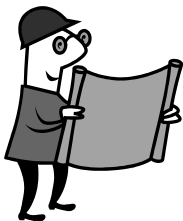
Trainer's Notes

Point to the pictures on the flip chart that are the descriptions of everyday life that illustrate what you are saying.



DREAMING

CHOOSING



PLANNING

There are at least three ways that we can talk about self-direction to help us understand it. The three ways are:

- DREAMING
- CHOOSING
- PLANNING

Today, we are going to start by talking about **dreaming**.

Trainer's Notes

If the second segment of Module 1 (Part B) on choosing and planning is not going to be taught on the same day as Module 1 (Part A) on dreaming, tell the participants that they can come for another session to talk about choosing and planning.

Self-
direction
is about
your
dreams.



Self-direction is about YOUR dreams, but not the dreams you have when you go to sleep at night. Self-direction is about the dreams you have during the day when you are thinking about how you would like your life to be. It is about your dreams for things you would like to have happen in your life.

Trainer's Notes

Write “**dreams**” on the flip chart and give participants examples of dreams that you, the trainer, might have. For example you might have a dream to have your own home or to learn how to ride a horse. Make your examples concrete and ask if others in the group have had a dream like yours.

What are your dreams?



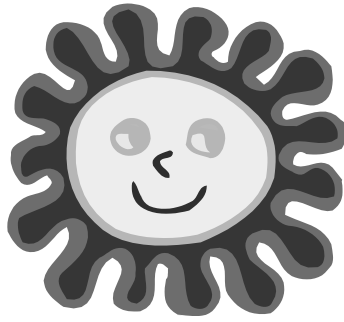
Everyone has dreams or ideas about what they want to do in their life. Our dreams for our lives show the things that we like or that are important to us. Our dreams help us make choices about what we want to do and how we want to live. For example one person might like to live at home with his or her family. Another person might like to live in his or her own home where friends and family would come to visit.

As I told you, one of my dreams is...

Who wants to tell us about a dream that you have?

Trainer's Notes

Encourage participants to share their dreams. Check with the participants to make sure that they are not confusing dreams that we have at night with the dreams that we have for our lives.



What is something that
you would like to have
happen to you?

We just heard some examples of people's dreams. Here are some questions that may help you think about **your** dreams.

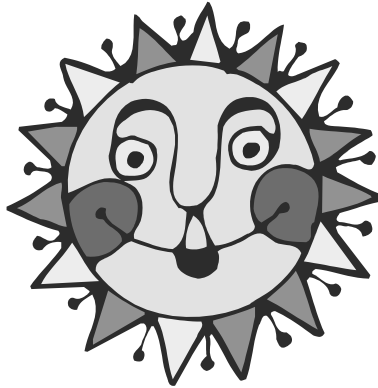
The first question is...

What is something that you would like to have happen to you?

Trainer's Notes

Encourage participants to share by giving further explanation or by giving some examples such as... I'd like to be invited out to dinner by a friend, or I'd like to go on a vacation, etc. Give participants the time to organize their thoughts and then to respond. This is the first of 3 questions. You want to encourage interaction but you also need to work within the time frame that you established for the training.

Who do you want to be with?

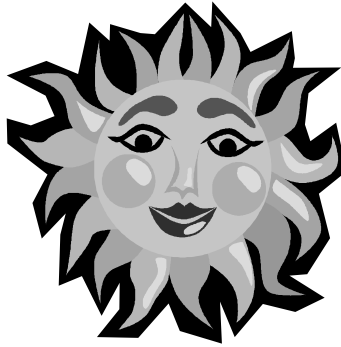


Another question is...

Who do you want to be with?

Trainer's Notes

Encourage participants to share by giving further explanation or by giving some examples. Explain that this question helps us to think about the people who are important to us. They may be family members, friends, or people in the community who are important to us (for example a teacher or the choir director at church). Give participants time to organize their thoughts and to respond.



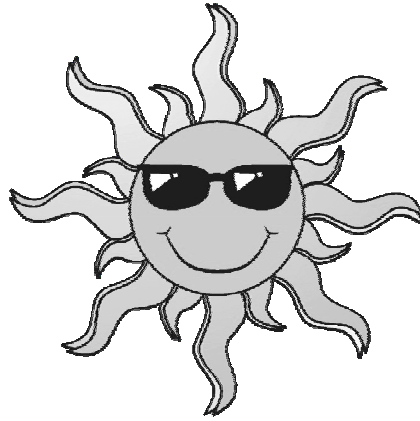
What do you like to do
and where do you like
to do it?

Another question is...

What do you like to do and where do you like to do it?

Trainer's Notes

Encourage participants to share by giving further explanation or by giving some examples. For example, you, the trainer, might say, "I like to go swimming but I hate the sand so I do not like to go to the beach. When I want to go swimming I go to the pool at the YMCA." Give participants time to organize their thoughts and to respond.



We each have our
own dreams!

We each have our own dreams and usually our dreams are about

- the things we want to have happen in our lives.
- the people we want to be with.
- the places we want to go.
- the way we want to spend our time.

Dreams are about our **choices** for **ourselves**.

Dreams can be about big things and small things.

Each of us has our own dreams. My dreams are different from your dreams and your dreams are different from the person sitting next to you.

Trainer's Notes

Point to a participant and emphasize that his or her dreams are different from the dreams of the person sitting next to him or her because we each like different things and have different things that are important to us.



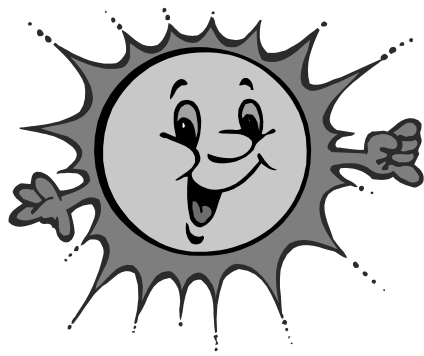
Dreams are about
the things that are
important to us

Dreams are about the things that are important to us. One thing that is important to me is friends. Can you think of other things that are important to you?

Trainer's Notes

On a flip chart write the word, "friends." Encourage participants to share things that are important to them. Write down their ideas (in a single word if possible) on the flip chart. Add the following if they are not mentioned by the participants:

1. Friends
2. Family
3. Home (who you live with and where)
4. School, work, or daytime activities
5. Money
6. "Love life" (Boyfriends and girlfriends)
7. Hobbies
8. Things to do in the community



Activity #1

Dreaming Out Loud

This activity will help us to begin thinking about our dreams as things that we like to have happen in our lives, our choices.

Trainer's Notes

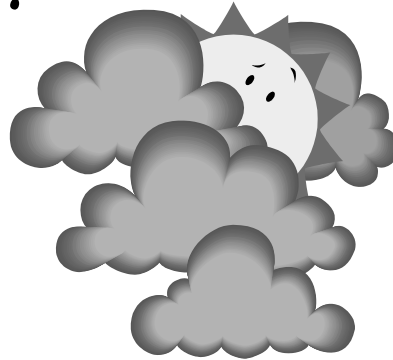
Activity: Dreaming Out Loud

Resources Needed: Index cards (bright color cards that say YES) for participants to use to respond

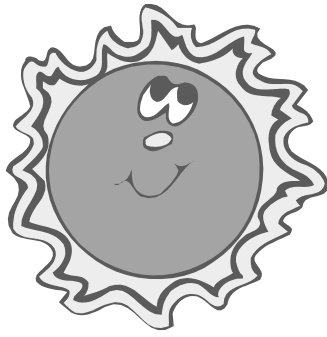
Specific Steps:

1. Distribute the index cards.
2. Tell the participants that you are going to say something and you want them to decide if they agree with what you have said. They should hold up the card whenever they agree with what you have said. Remind them **not** to hold up the card if they do not agree.
3. Read the statements on the following page, and ask if they agree at the end of each statement.
4. Ask the individuals to raise the card if they agree with the statement.
5. Choose a few of the statements and ask questions such as: Is this something that is a dream of yours? Would you like to have more say in this? Is this important to you?

Statements- yes or no?

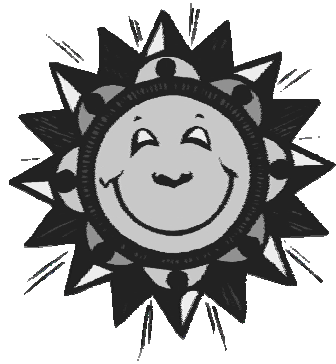


1. I like doing things with my friends.
2. I choose my own friends.
3. I like doing things with my family.
4. I get to see my family as often as I want to.
5. I have friends that are not paid to work with me.
6. I want a good job.
7. I get to do the kind of work I like.
8. I like my school.
9. The people at my work are nice to me.
10. The people at my school are nice to me.
11. I like where I live.
12. I wish I could live somewhere else.
13. I like my roommates.
14. I can go where I want and when I want to go there.
15. I wish I had a car.
16. I wish I had my own money.
17. Going to a place of worship, like a church or synagogue, is important to me.
18. I do not want other people telling me what to do.
19. Sometimes I need help and I want to decide who helps me.
20. I like going to activities in the community, like parks, the library, shopping, and eating out.
21. I wish I could do more of the things I like to do.
22. I like being asked what I want.



Do we all think alike?

Did we all answer the questions the same way? Many of our answers were the same but some of them were different. Each of us has our own dreams about what we want to do and who we want to do it with. We know what we like and what we don't like in our lives. We want to **tell** people **our dreams**, like everyone else gets to do, and **make choices** for our own lives. Remember, having dreams and making good choices is part of what we call self-direction.



Activity #2

Drawing Our Dreams

It is important to remember your dreams. To end this training, let's take a few minutes for you to draw your dreams. When we do the second part of the training, "Making Choices and Planning," we'll see how your dreams help you to make choices and to plan for your life.

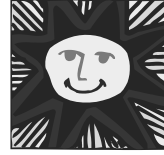
Trainer's Notes

Instruct participants to take the sheet of paper that says at the top, "My Dreams," and draw their dreams. If there is time left, ask for volunteers to show their pictures and explain their dreams. Be ready to assist participants who cannot draw their dreams by helping them or by asking another participant to help.

After a few participants have explained their dreams, thank them for coming, and ask them to do the final activity with you...sharing their ideas about the training.

See Handout 1A-1

Share your thoughts with us...



1. What is one thing you learned about self-direction?
2. In this training, what does it mean to “dream”?
3. Do all people have the very same dreams?
4. Who are the people with whom you could share your dreams?
5. What more do you want to know about self-direction?

As part of our work, we are collecting ideas from you to help us make this training better. Your answers to these few questions will help us.

Trainer's Notes

Ask each question one at a time to the group. Record participants' answers. Estimate the number of participants who take part in answering the evaluation questions and note next to their responses.