Visual Resource Gallery



Supported **Decision-Making**

Technology

bit.ly/STEPsdm01 **National SDM Center** bit.ly/STEPsdm02

bit.ly/STEPsdm09

bit.ly/STEPsdm021

bit.ly/STEPsdm028

bit.ly/STEPsdm029

bit.ly/STEPsdm030

bit.ly/STEPsdm034

bit.ly/STEPsdm035

bit.ly/STEPsdm036

Disability Awareness

Youth Self Advocacy Videos

Self Advocacy Best Practices

Adolescent Autonomy Checklist

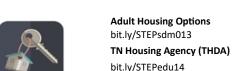
Independence Videos (Youth)

Skill Building for Youth Videos

TN Council on DD

National Parent Center bit.ly/STEPsdm03





HUD Fair Housing bit.ly/STEPsdm015 Housing



Legal



Disability Awareness and Self-Advocacy



Independence



Education



IDEA 45

bit.ly/STEPsdm04

bit.ly/STEPvid05

Bit.ly/STEPsdm06

bit.ly/STEPsdm010

bit.ly/STEPsdm011

bit.lv/STEPsdm012

bit.ly/STEPedu016

bit.ly/STEPsdm017

bit.ly/STEPsdm018

bit.lv/STEPsdm022

bit.lv/STEPsdm023

bit.ly/STEPsdm024

bit.ly/STEPsdm025 Assessment Guide

bit.ly/STEPsdm026

Special Education Rights

Online Safety for Youth

Wrightslaw

STEP Parent Training Center

Plan a Perfect Life Manual

Plan a Perfect Life Activity

Youth Financial Management

Teen Emergency Preparedness

TN Comm Aging and Disability

Youth Health Care Planning

PACER Health Plan for Youth

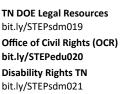
Youth Health Advocacy Videos



Money and Budgeting



Safety





Medical

Transportation



bit.ly/STEPsdm027



TN Public Transit Services

Adult and Community Services

Social Security Administration bit.ly/STEPsdm032 Department of Intellectual and **Developmental Disabilities (DIDD)**

bit.ly/STEPsdm033

Decision Making 101

One Decision Leads to Another

It's never too early or too late to start helping people, at any age, to make their own decisions. And, if you believe--as STEP hopes you do!-that people with disabilities should have the same opportunities to make important life decisions, then this guide will help make that a reality. Very few of us make decisions by ourselves. We turn to those people in our lives--our parents, siblings, friends, people we know that have faced similar decisions--who we trust, to help us consider the pros, cons, and consequences of each decision.

Two Laws that Work Together and Impact Decision Making

Least Restrictive Environment

Least Restrictive Environment (LRE) is most often used when talking about where a child or youth will receive their education. The Individuals with Disabilities Education Act (IDEA) requires the school team, which includes the parents, to consider the general education classroom at the child's zoned school first. The least restrictive environment for each person, in school and in adulthood, is the place the **person chooses** to live, play, work, and learn.

Decisions about inclusive education often impact an individual's future independence and opportunities.

Supported Decision Making

Supported Decision-Making (SDM) is a way for people with disabilities to keep the right to make their own decisions. Tennessee passed a law in 2019 that says we should try the least restrictive options before taking away a person's rights. Before taking the very serious step of removing someone's rights through a legal process like conservatorship, STEP would like you to consider SDM; consider helping a person make a decision, instead of making it for them; and help them choose people they trust who can help them understand the important issues involved in those decisions.

For additional resources visit www.tnstep.org (Supported Decision Making Tab)

Decision Making 101

Least Restrictive isn't just about kids in school; it's about people throughout their lives.

The individual's VOICE and CHOICES should increase over time.

	Infant/Toddler Birth - Preschool	Elementary Grades K - 5	Middle School Grades 6 - 8	High School Grades 9 - 12	Beyond High School
Decision Makers and	Parent/Caregiver	Parent/caregiver	Parent/caregiver	Young person	Individual/Adult
Decision Supporters	Other family members	Child	Child	Parent/caregiver	Trusted friends
••	Physicians	Teachers	Teachers	Teachers	Family /co-workers
	Service Providers				
Increase the types of	Food choices	Bedtime	Classes to take	Career path	Housing/college
decisions or choices the	Games/toys	Activities with friends	Friends to hang out with	Romantic partners	Wellness/leisure
individual can make	Other preferences of what	Social media interactions	Sports/afterschool clubs	Transition/IEP planning	Social interactions
	they like or don't like		Musical instruments	Post-secondary options	
Places where you	Daycare Center	School	Classroom	At school	On the job
receive services and	Preschool	Home	Community	In the home	In the home/rental
spend time	Early Learning	Afterschool programs		In the community	College
	Early Intervention			On the job	

What If Decisions Being Made Put a Person at Risk?

Many families believe that the only way to make sure their son or daughter with a disability is "safe" in school or in the community is to restrict their decision making by taking away their rights.

We all make choices that may not be in our best interest. For example: eating pizza and chocolate every night and no vegetables! There are situations where we may feel the need to limit decision making for the individual, such as life-threatening situations which put them or others in danger or at risk of exploitation; decisions about medical procedures or signing financial commitments. These are very tough discussions to have and are perfect examples of why we promote supported decision making.

There is a continuum of supported decision-making options that can be explored. They range from no help with decisions to totally taking away a person's rights, with many other options in-between. To learn more about this important topic, contact the STEP offices or your STEP Regional Coordinator.

Allowing a person to participate in **choice** and **decision making** — at any age — with whatever level of support they need, is the **least restrictive**, and **most empowering** gift for each individual.