

STRATEGY CARDS

Self-Determination
in Community
Programs

How to use these Strategy Cards:

- These strategies may help support your participation in a community program.
- Some of these are changes that you can make yourself.
- You may also like to share the cards with a coach, teacher, or leader, so they can make changes to the program.



Printing tip:
When printing select "Print on Both Sides"
and "Flip Long Edge" then cut along dotted lines.

For more resources visit:
[www.monash.edu/education/research/projects/
self-determination-in-community-programs](http://www.monash.edu/education/research/projects/self-determination-in-community-programs)

I WANT TO MANAGE MY EMOTIONS



I WANT TO UNDERSTAND AND FOLLOW INSTRUCTIONS



STRATEGY CARDS

Self-Determination in Community Programs

Some tips for asking for supports or changes:

- Identify what changes or supports could be helpful.
- Think about whether these changes/ supports are practical, fair and reasonable.
- Explain how these changes or supports can help you and/or the program.

A simple script for asking for what you need:

I want to:

.....

Can you help me by:

.....



For more resources visit:

[www.monash.edu/education/research-projects/
self-determination-in-community-programs/
get-the-most-out-of-my-community-program/
asking-for-what-i-need](http://www.monash.edu/education/research-projects/self-determination-in-community-programs/get-the-most-out-of-my-community-program/asking-for-what-i-need)

I WANT TO UNDERSTAND AND FOLLOW INSTRUCTIONS

What might help?

- Move to where I can hear and see the person speaking.
- Ask for information to be given in different ways. This could be pictures, words, or showing me.
- Ask for instructions to be given away from noise and distractions.
- Ask for an activity to be slower and easier, and to have fewer rules, while I am learning something new.
 - e.g., slow things down, and speed it up later on
 - e.g., start with fewer steps or rules, and add new ones later on
 - e.g., short or simple activities and scores, and more difficult or longer later on
- Ask for the same signals when starting and ending an activity

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Adapted from: AllPlay (2024). 'Strategy Cards'.

I WANT TO MANAGE MY EMOTIONS

What might help?

- Be gentle and kind with myself.
- Seek help or support from an adult I trust.
- Take breaks with a supportive friend or adult.
- Think about
 - (1) what upsets me or impacts my behaviour
 - (2) how I can notice the signs that I am starting to feel upset
 - (3) what may help me in future.
- Access a safe and quiet area, or a back-up activity that helps me feel calm.
- Ask for clear signals to be given when an activity is about to start or end.
- Ask to be told if there will be any changes to routines.
- Use other strategies I've worked on with a health professional or supportive adult.

For more resources visit:

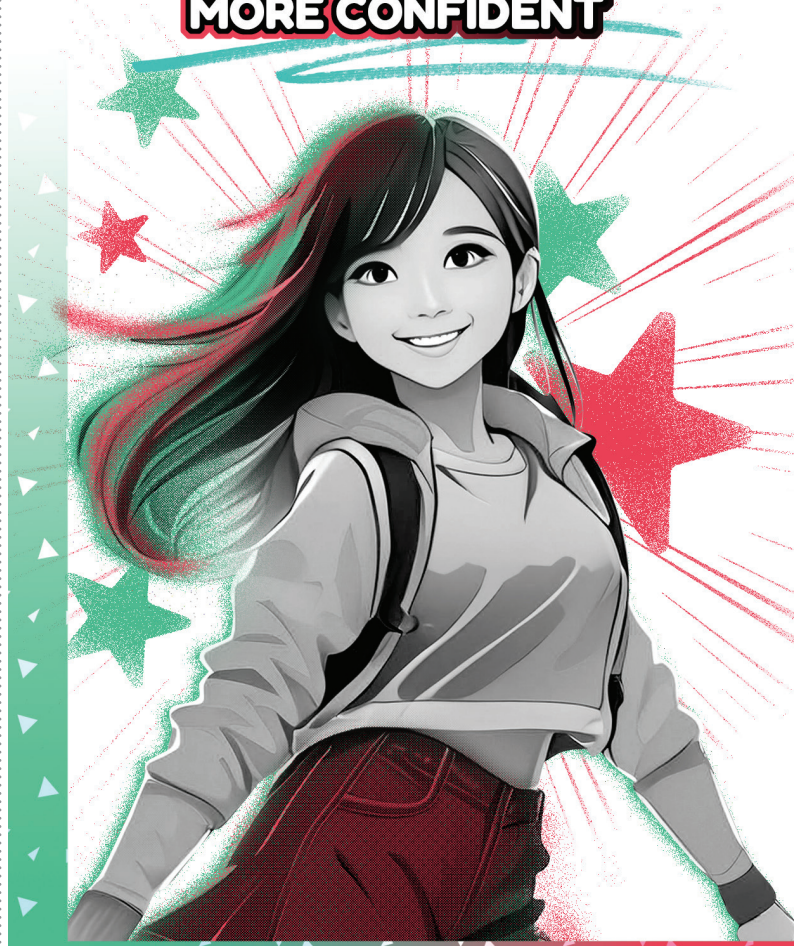
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Adapted from: AllPlay (2024). 'Strategy Cards'.

**I WANT TO
FEEL CONNECTED**



**I WANT TO FEEL
MORE CONFIDENT**



**I DO THAT IN A
DIFFERENT WAY**



**I WANT TO MANAGE
SENSORY EXPERIENCES**



I WANT TO FEEL MORE CONFIDENT

What might help?

- Tell someone about what worries me.
- Ask for clear routines and rules.
- Ask to be told about changes before they happen.
- Take a break when I am feeling upset.
- Join in when I am ready.
- Start with what I can manage. Then add new challenges when I am ready. For example, I could:
 - Participate in smaller groups or with someone I feel safe with.
 - Watch others have a go first.
 - Ask for the activity to have fewer steps.
 - Slow things down.
 - Ask for more time to practise.

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I WANT TO FEEL CONNECTED

What might help?

- Participate in smaller groups.
- Participate with someone I feel safe with.
- Connect with others who have similar interests to me.
- Ask a leader to use a buddy system.
- Ask questions that can't be answered with "Yes" or "No". For example, instead of asking "Do you like watching sport?", I could ask "What sports do you like watching?".
- Set myself small goals for how I can connect with others.
- Ask for changes so that everyone feels included (e.g., I can ask the leader to choose the groups or teams so that no-one is left out or picked last)
- Let a trusted adult know if I am being treated unfairly or unkindly by others.

For more resources visit:

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Adapted from: AllPlay (2024). 'Strategy Cards'.

I WANT TO MANAGE SENSORY EXPERIENCES

What might help?

- Take breaks in a safe and quiet area.
- Use my own gear, such as my own equipment, gloves, earplugs, or noise cancelling headphones.
- Participate in a different role. e.g., umpire, helping to run an activity.
- Let a leader know if there are specific sensory experiences that are bothering me.

For more resources visit:

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Adapted from: AllPlay (2024). 'Strategy Cards'.

I DO THAT IN A DIFFERENT WAY

What might help?

- Tell a leader what changes can help me join in and do my best.
- Tell a leader what help I may need (or prefer).
- Use my own gear. e.g., specialised equipment.
- Participate in smaller groups or pairs.
- Participate in a different role. e.g., umpire, providing ideas or directions.
- Change (or ask for changes) to how you move or which body parts are used.
- Ask for changes to how fast or difficult an activity is, or how many rules there are.
- Ask for changes to the equipment.
- Let someone know if there are safety or accessibility issues with where the activity is held, so they can fix these.
- Recommend training or other resources about how others can support my participation.

For more resources visit:

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