Teaching Self-Determination Skills to Students With Disabilities

3 hour presentation

UNC CHARLOTTE

Appalachian STATE UNIVERSITY

WMU WESTERN MICHIGAN UNIVERSITY 1903 - 2003

IDEAs that Work

1

Agenda

- SD defined

- Components of SD

- Ways to assess SD

- Approaches to promoting SD

- Research-based SD curricula

- Evidence-based practices in SD

- Other SD Resources

- Game time!!!
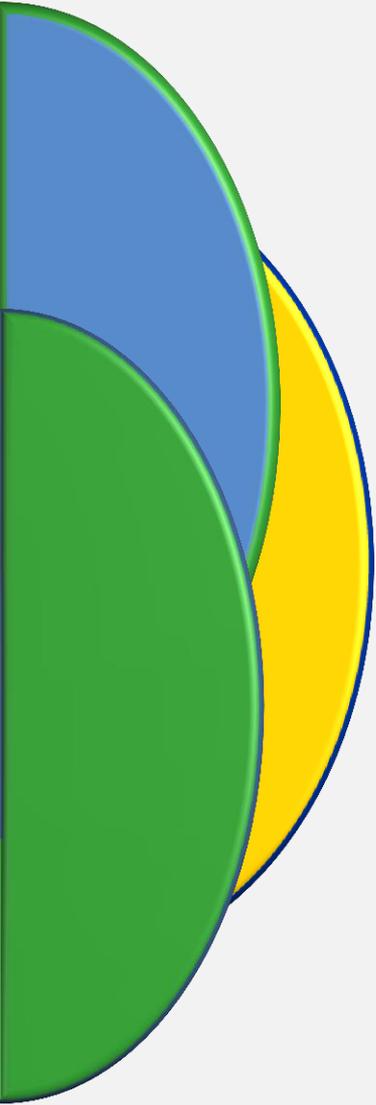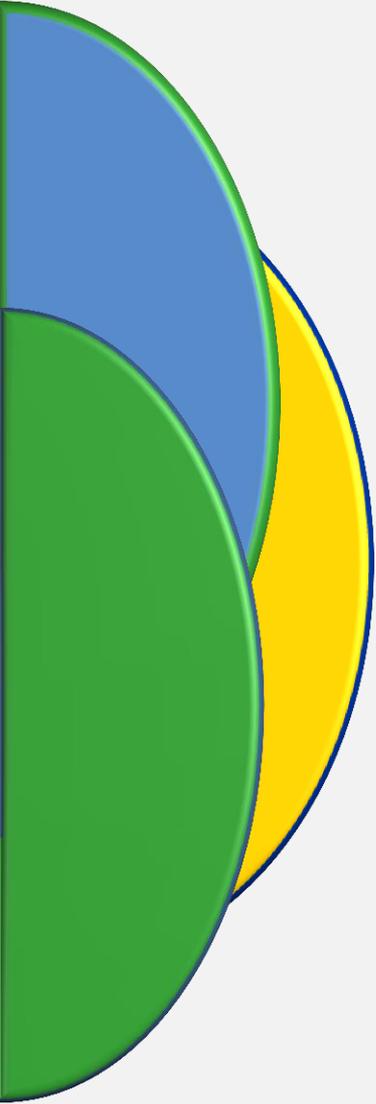
Pretest!

The Birthday Party

Self-Determination Defined

There are many definitions of SD in the literature. The most comprehensive definition is provided by Field, Martin, Miller, Ward, and Wehmeyer (1998).

Self-Determination Defined
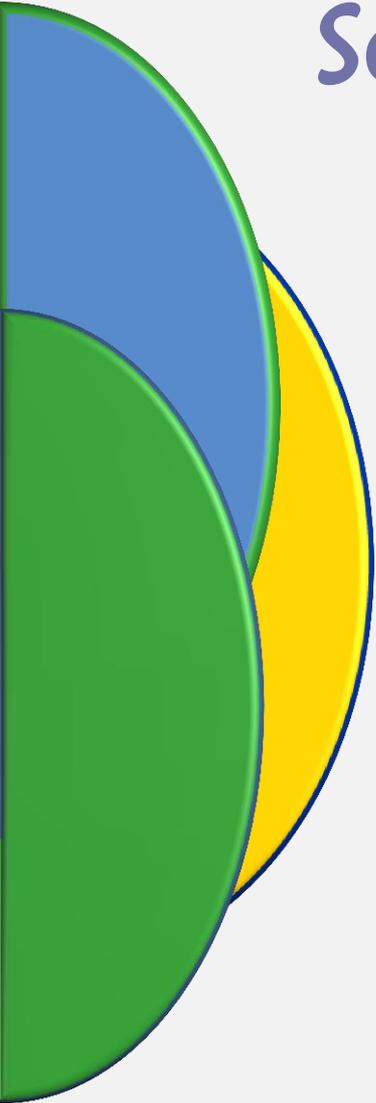
A combination of skills, knowledge, and beliefs that enable a person to engage in <u>goal-directed</u>, <u>self-regulated</u>, <u>autonomous</u> behavior.

An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination.

When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.

Components of Self-Determination

- <u>Choice making</u>: appropriately choosing between a finite number of choices

- <u>Problem-solving</u>: weigh pros & cons of potential actions, identify barriers to success

- <u>Decision making</u>: involves choosing between unlimited options

- <u>Goal setting and attainment</u>: ability to set appropriate goals for self and achieve the goals with actions

Components of Self-Determination
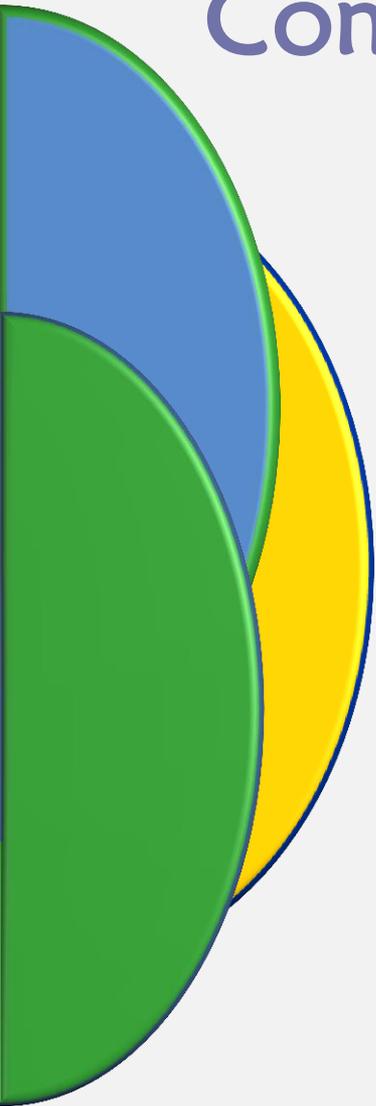
- <u>Self-regulation</u>: self-monitoring, self-evaluation, self-instruction, self-management (controlling own behavior by being aware of one's actions and providing feedback)

- <u>Self-awareness</u>: awareness of own individuality, strengths, and areas for improvement

- <u>Self-efficacy</u>: understanding that own actions have an impact – you are a causal agency in your life

- <u>Self-advocacy</u>: have knowledge of self, knowledge of rights, communication skills, and leadership ability.

nsttac

SELF ADVOCACY

Self-awareness
Sample sub-components include
- Strengths
- Preferences
- Goals
- Dreams
- Interests
- Learning style
- Support needs
- Accommodation needs
- Characteristics of one's disability
- Responsibilities

Knowledge of Rights
Sample sub-components include
- Personal rights
- Community rights
- Human service rights
- Consumer rights
- Educational rights
- Steps to redress violations
- Steps to advocate for change
- Knowledge of resources
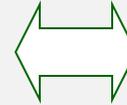
Communication
Sample sub-components include
- Assertiveness
- Negotiation
- Articulation
- Body Language
- Use of assistive technology
- Listening
- Persuasion
- Compromise

Leadership
Sample sub-components include
- Knowledge of group's rights
- Advocating for others or for causes
- Political action
- Knowledge of resources
- Organizational participation
- Team dynamics and roles
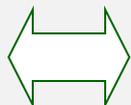
Why the emphasis on SD?

- Individuals who score higher on measures of SD have more positive adult outcomes (e.g., better employment, better living situations)

- Research is emerging regarding the relationship between SD and positive school experiences (e.g., higher grades, attendance, fewer behavior problems).

Wehmeyer & Schwartz (1997)

You have the WHYS and the WHATS…so, now the question is HOW???
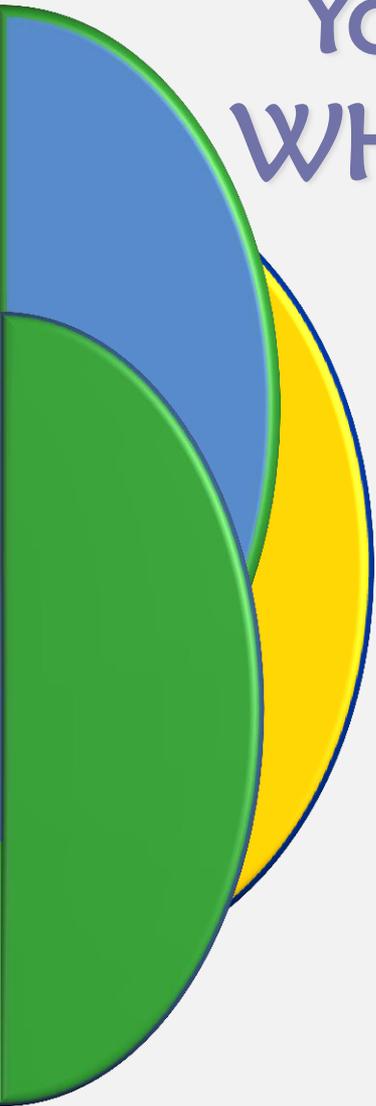
Assessing Self-Determination
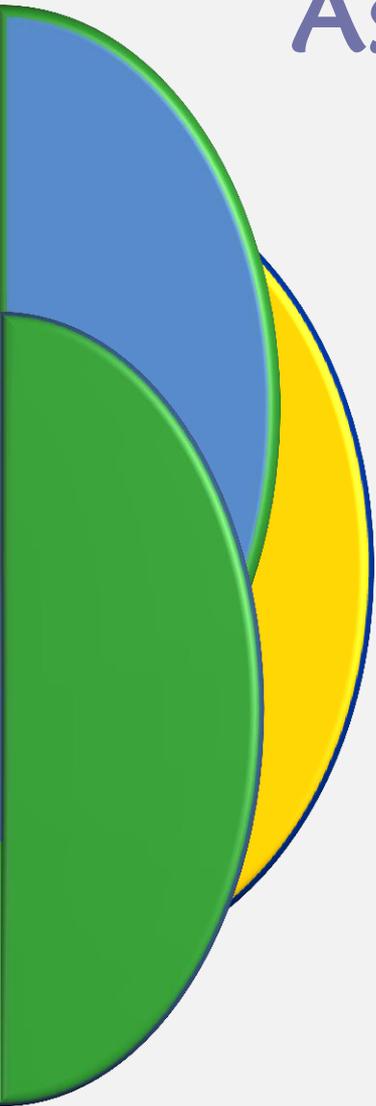
- <u>Purpose:</u> to provide information about readiness to make decisions related to future ambitions and help students in identifying relative strengths and limitations related to self-determination

- <u>Examples:</u>
  - The Arc's Self-Determination Scale
  - Self-Determination Assessment Battery
  - Choice Maker Self-Determination Assessment
  - AIR Self-Determination Scale

The Arc Self-Determination Scale
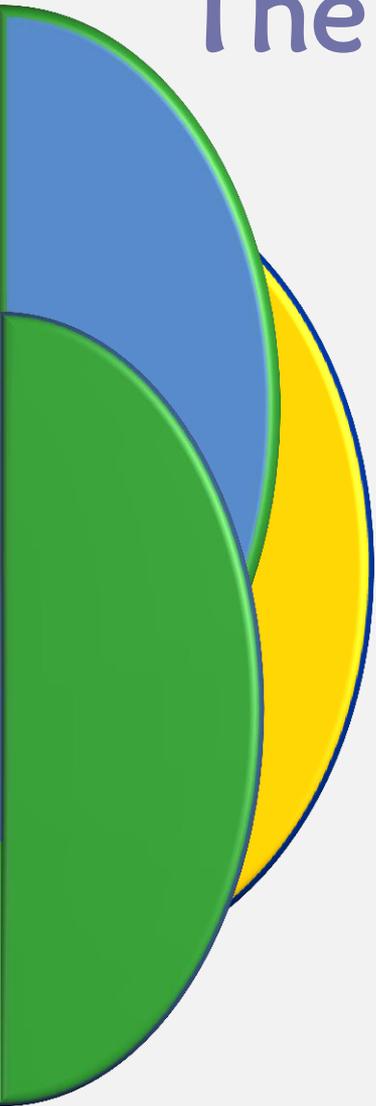
- Wehmeyer & Kelchner, 1995
- Target Population: middle and secondary students with Behavioral/Emotional Disorders, Mild ID, LD, Speech/Language Impairments, Developmental Disabilities, OHI, Orthopedic Impairments
- Measures: choice-making, decision-making, problem-solving, self-awareness, self-regulation, goal setting & planning, self-efficacy
- Data collection options: student self-report
- Price: free

http://education.ou.edu/zarrow/?p=38&z=39

nsttac

IDEAs that Work

Self-Determination Assessment Battery
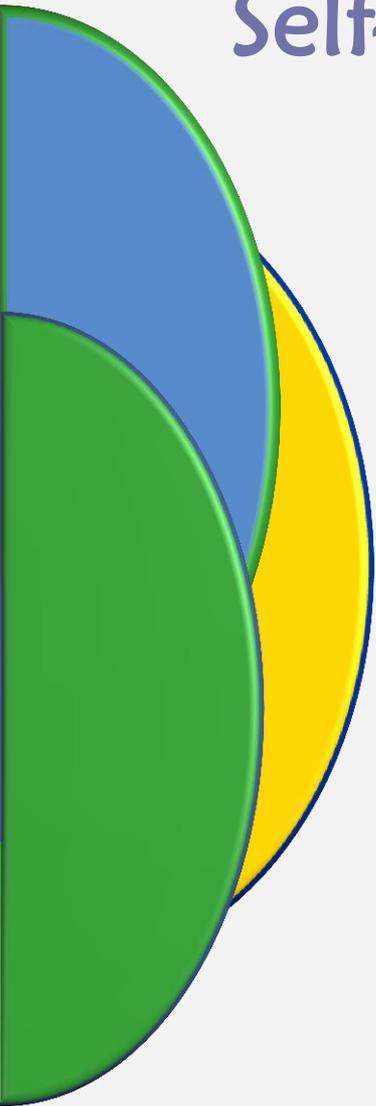
- Hoffman, Field, & Sawilowsky, 1996
- Target population: Secondary students with mild to moderate disabilities
- Measures: decision-making, problem-solving, self-awareness, self-advocacy, goal setting & planning, learning from mistakes, risk taking
- Data collection options: Student, parent, teacher interviews, student self-report, and behavioral observation
- Price: free

http://education.ou.edu/zarrow/?p=38&z=41

ChoiceMaker Self-Determination Assessment
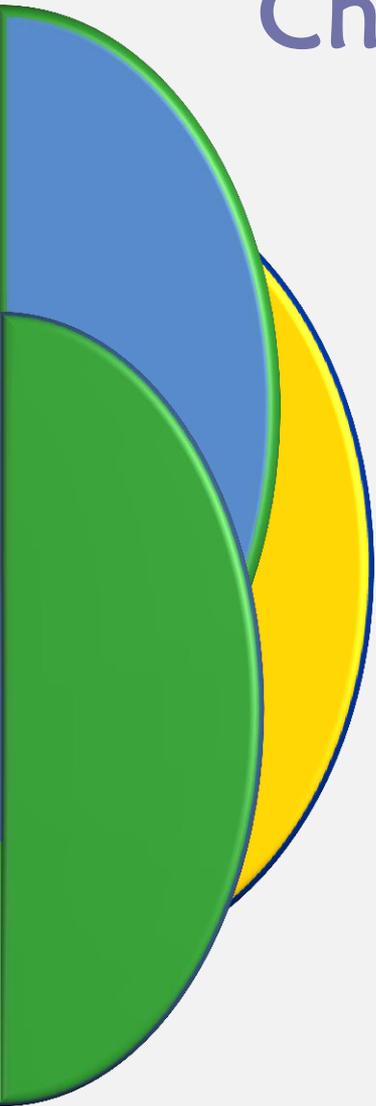
- Martin & Marshall, 1996
- Target Population: middle and secondary students with Learning Disabilities and Emotional/Behavioral Disorders
- Measures: choice-making, decision-making, problem-solving, self-awareness, self-advocacy, goal setting & planning
- Data collection options: rating scale for teacher
- Price: $15.49 for 25 copies (www.sopriswest.com)

AIR Self-Determination Scale

- (Wolman, Campeau, DuBois, Mithaug, & Stolarski, 1994)
- Target Population: all school-age students with and without disabilities
- Measures: choice-making, self-regulation, self-awareness, self-advocacy, goal setting & planning
- Data collection options: rating scales for teacher, parent, and student
- Price: free

http://education.ou.edu/zarrow/?p=38&z=3

Approaches for Promoting SD in Students

1. Use student-driven IEP and transition planning.
2. Directly teaching skills or enhancing knowledge
3. Embedding instruction into the general curriculum
4. Use Person-Centered Planning

Career

Leisure

Residential
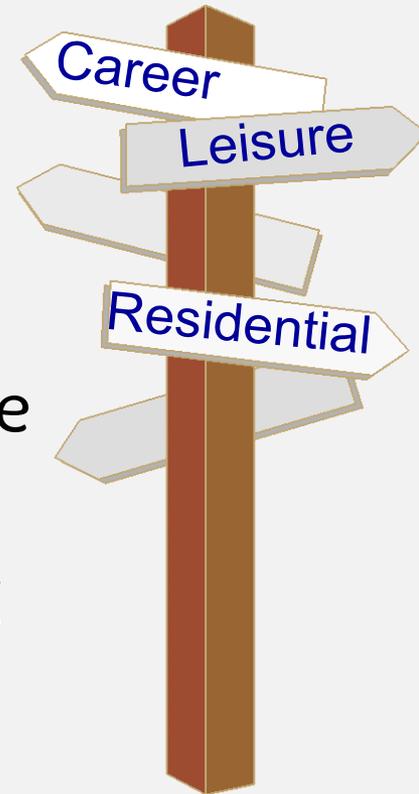
Approaches for Promoting SD in Students

1. Student-driven IEP and transition planning

- Making sure the student attends and is PREPARED for participating in their IEP meetings
- Important step in transferring decision-making power to students
- Teaching students about the IEP and its use in guiding their future
- Remember that ALL students are capable of participating

Approaches for Promoting SD in Students

2. Directly teaching skills or enhancing knowledge

Self-management (self-monitoring, self-recording, self-graphing, …)

Choice-making

Problem-solving

How do you teach these skills?
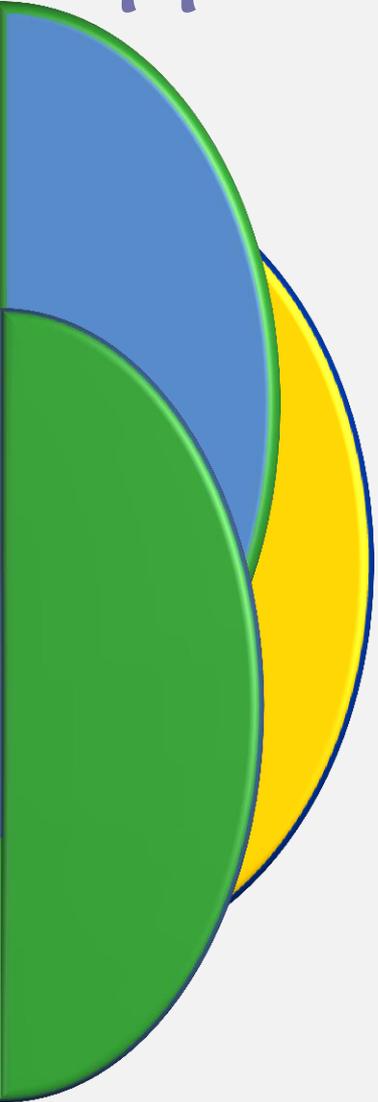
3. Embedding instruction into the general curriculum

- Examples:
    - Literature Circles
    - IEP Template
    - Go 4 It…Now!
    - Self-Determined Learning Model of Instruction (SDLMI)

Approaches for Promoting SD in Students

Literature Circles

- Blum, Lipsett, & Yocom (2002)
- 8th and 9th grade students with disabilities showed improvement in their perceptions of their reading skills and were able to contribute to discussions in their literature circles
- Self-determination components addressed: problem-solving and decision-making
- ELA skills addressed: reading comprehension, oral communication

Approaches for Promoting SD in Students

Literature Circles in Practice

- Assign students to groups of 4 to 6
- Students in the group read the same book but prepare for the literature circle discussions by assuming different roles (e.g., discussion leader, vocabulary enricher, illustrator, connector)
- Students complete assignment sheets to prepare for their role in the discussion; these sheets give the students specific tasks to complete

Approaches for Promoting SD in Students

IEP Template

- Konrad & Test (2004)
- 7th grade students with learning disabilities or mild mental retardation showed improvement in their abilities to complete the IEP Template
- Self-determination components addressed: goal-setting and self-awareness
- ELA skills addressed: research skills, writing for a variety of purposes, sentence writing

Approaches for Promoting SD in Students

IEP Template in Practice

- IEP awareness instruction (What is an IEP and why do I have one?)
- Career exploration using on-line career interest inventories and the on-line *Occupational Outlook Handbook*
- Students interview parents and teachers
- Direct instruction and modeling of how to complete the Template
- Template includes a vision statement; present level of performance; goals and objectives; measurement criteria and procedures; and services and accommodations

Approaches for Promoting SD in Students

GO 4 IT…NOW!

- Konrad, Trela, & Test (2004)
- High-school students with cognitive and physical disabilities showed improvement in their abilities write IEP goal paragraphs and other types of expository paragraphs
- Self-determination components addressed: goal-setting, self-awareness, and self-regulation
- ELA skills addressed: writing for a variety of purposes, paragraph writing

Approaches for Promoting SD in Students

GO 4 IT…NOW! in Practice

- Uses a mnemonic device to help students write 6-sentence goal paragraphs
- Can be applied to other types of paragraph writing

Goals
Objectives
4 (4 objectives)

Identify
Timeline

Name your topic.
Order your steps.
Wrap it up and restate topic.

Approaches for Promoting SD in Students

SDLMI

- Mithaug, Wehmeyer, Agran, Martin, & Palmer, (1998).
- Three phases:
  - Phase 1: Set a Goal
  - Phase 2: Take Action
  - Phase 3: Adjust Goal or Plan
  - Used for setting academic and behavior goals

Approaches for Promoting SD in Students

4. Person-Centered Planning

A facilitated process designed to plan and develop supports to meet the specific desires of the focal person.

First, a group (or circle) of individuals is identified by the student and family who have an interest in funding or providing supports for the student.

Second, the group meets at a place convenient for all members (often a home or restaurant) to develop a plan.

Approaches for Promoting SD in Students

Some Types of PCP

Whole-Life Planning (Timmons & Whitney-Thomas, 1998)

Personal Futures Planning (Miner & Bates, 1997)

McGill Action Planning System (Vandercook, York, & Forest, 1989).
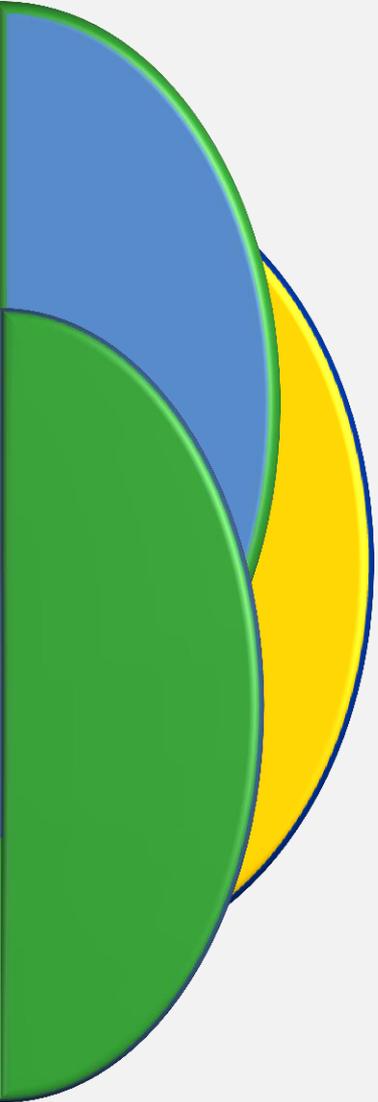
Approaches for Promoting SD in Students

McGill Action Planning System (MAPS)
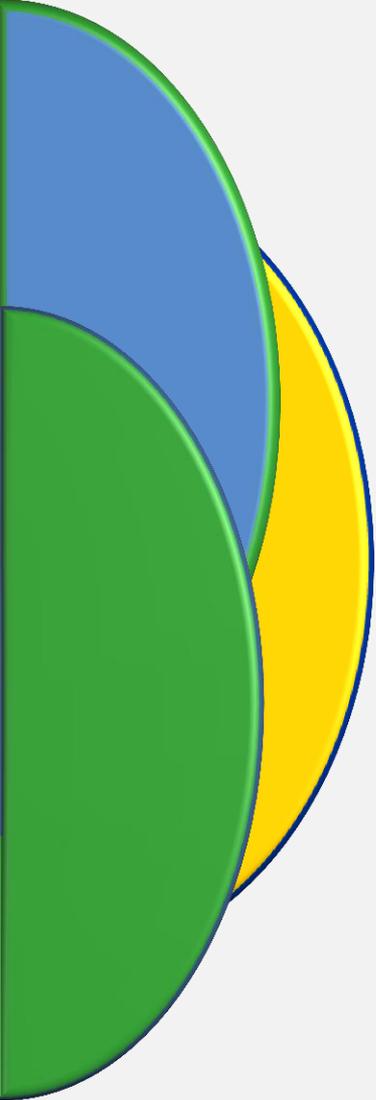
1. What is the individual's history?
2. What is your dream for the future?
3. What is your nightmare?
4. Who is the individual?
5. What are the individual's strengths, gifts, and abilities?
6. What are the individual's needs?
7. What would the individual's ideal day at school look like?
8. What must be done to make it happen?
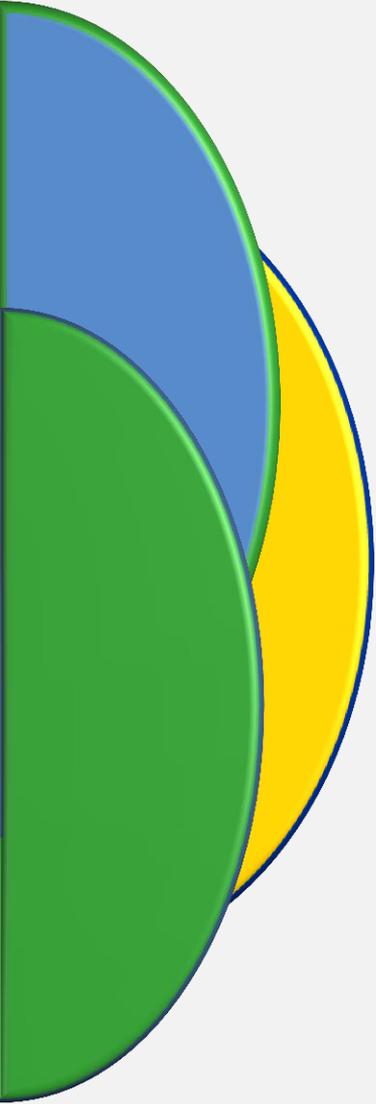
Published Research-based Curricula in SD

Next S.T.E.P.
(Student Transition & Educational Planning)
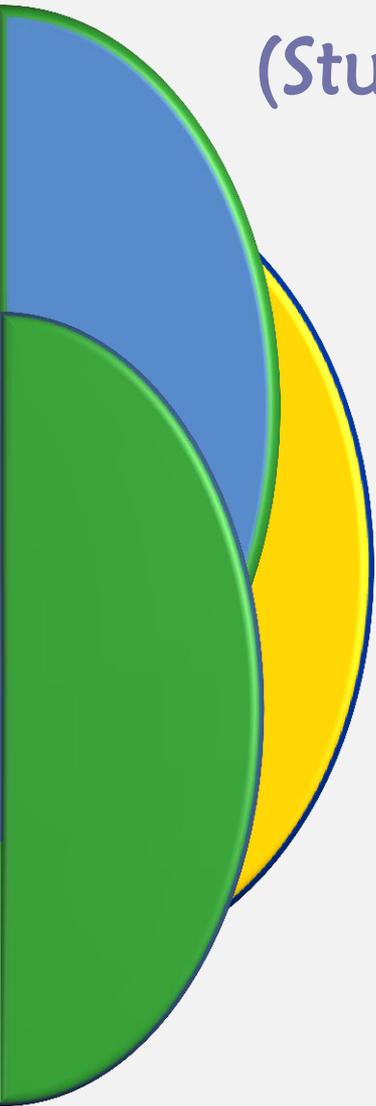
- Population:
  - All levels of disability
  - Ages 14 through 21

- Purpose:
  - Helps students learn how to take charge of their own transition planning process
  - Helps students assume responsibility for important life decisions with support from teachers and parents

- Materials:
  - 16 lessons with fully developed lesson plans

Next S.T.E.P. , continued
(Student Transition & Educational Planning)

- Content:
  - Unit 1: Getting to Know Myself
  - Unit 2: Self-Evaluation
  - Unit 3: Setting and Achieving Goals
  - Unit 4: Sharing Your Goals and Accomplishments

- For further information:
  - Available through ProEd
  - $210.00

ChoiceMaker
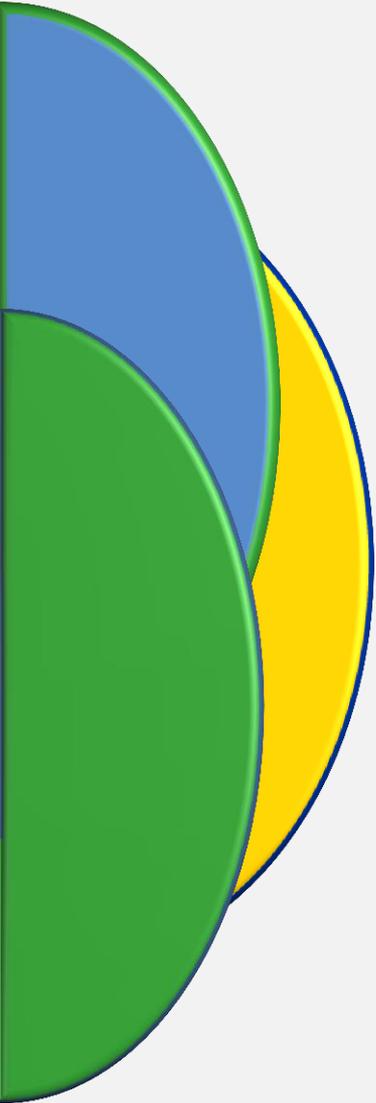
- Population:
  - Students with mild to moderate disabilities
  - Grades six through adult

- Purpose:
  - Designed to teach students self-determination skills to be successful in adult life

- Content:
  - Includes 3 Strands:
    - Choosing Goals
    - Expressing Goals
    - Taking Action
  - Addresses 4 transition areas:
    - Education/training
    - Employment
    - Independent Living
    - Recreation and Leisure

ChoiceMaker, continued

- For more information:
  - Publisher: Sopris West www.sopriswest.com
  - $404.39 – can purchase in components $127.49
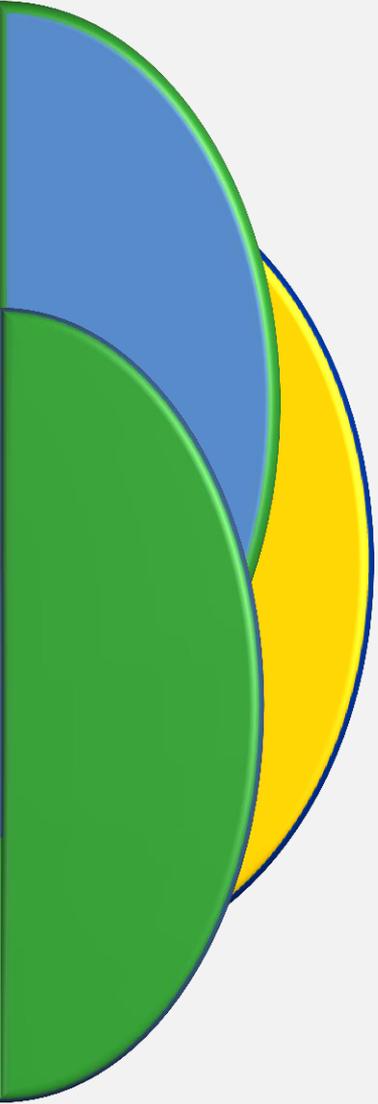
ChoiceMaker Curriculum & Lessons

Strands	Goals	Modules
Choosing Goals	a. Student interests b. Student skills and limits c. Student goals	Choosing education goals Choosing employment goals Choosing personal goals Choosing daily living, housing, and community goals
Expressing Goals	a. Student leading meeting b. Student reporting	Self-directed IEP
Taking Action	a. Student plan b. Student action c. Student evaluation d. Student adjustment	Take Action

Whose Future Is It *Anyway?*
Student-Directed Transition Planning Process

- **Purpose:** Prepare students for their IEP meetings and gain self-determination skills

- **Population:** students with mild to moderate cognitive disabilities

- Materials:
  - Coach's Guide
    - outlines lessons
    - how to teach lessons
    - the roles of the students and teachers
   - expected outcomes

Whose Future Is It *Anyway?*, continued
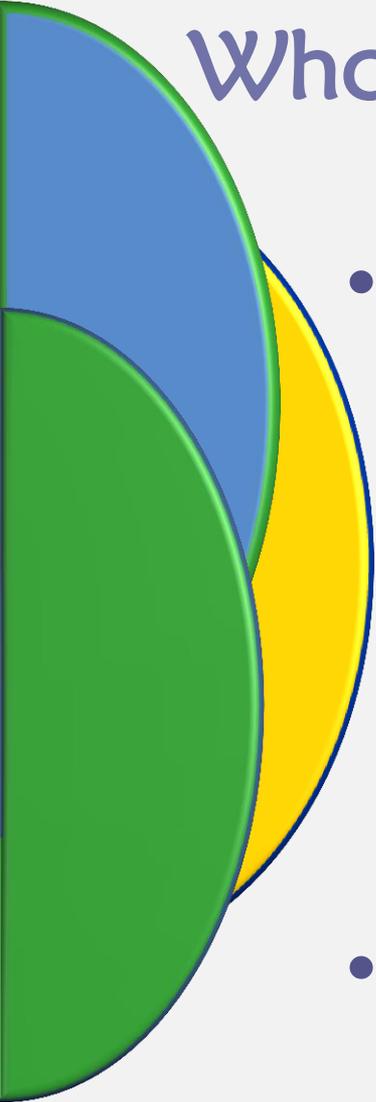
- Content:
  - Section 1: Getting to know you
  - Section 2: Making Decisions
  - Section 3: How to Get What You Need
  - Section 4: Goals, Objectives and the Future
  - Section 5: Communicating
  - Section 6: Thank You, Honorable Chairperson

- For Further Information:
  - www.education.ou.edu/zarrow
  - Free…did you hear that??? FREE!!!!

My Future My Plan

- Population: for students and families

- Purpose: to help facilitate planning during the early transition stages

- Materials:
  - Video and video discussion guide
  - Planning and resource book for students
  - Guide to the book for family members and teachers
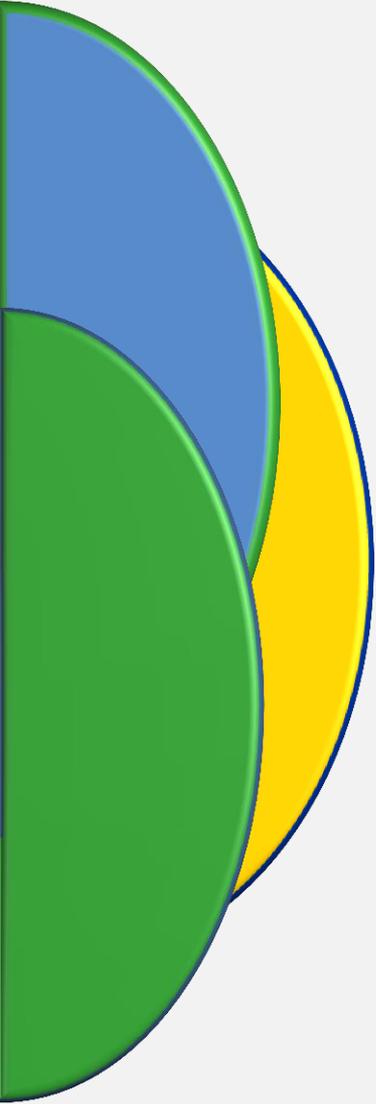
My Future My Plan, continued
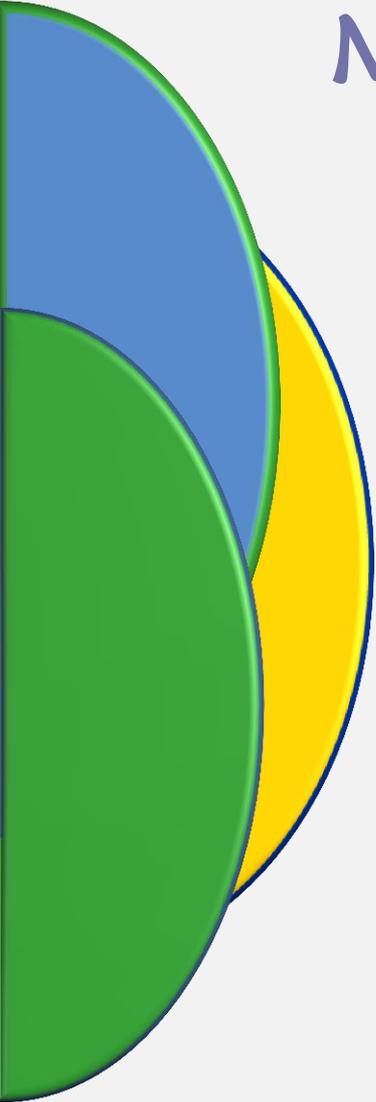
- Content:
  - Self-advocacy
  - Legal rights
  - IEP and transition team
  - Career options

- For further Information:
  - Publisher: State of the Art http://store.nea.org/NEABookstore/control/productdetails?item_id=202860S
 - $44.95 (non-NEA members); $39.95 (NEA members)

Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals — INSTRUCTOR'S GUIDE — Alan Hoffman

WHOSE FUTURE IS IT ANYWAY? 2nd Edition — A STUDENT-DIRECTED TRANSITION PLANNING PROCESS — Michael Wehmeyer, Margie Lawrence, Kathy Kelchner, Susan Palmer, Nancy Garner, Jane Soukup — Revised 2004

my Future my Plan
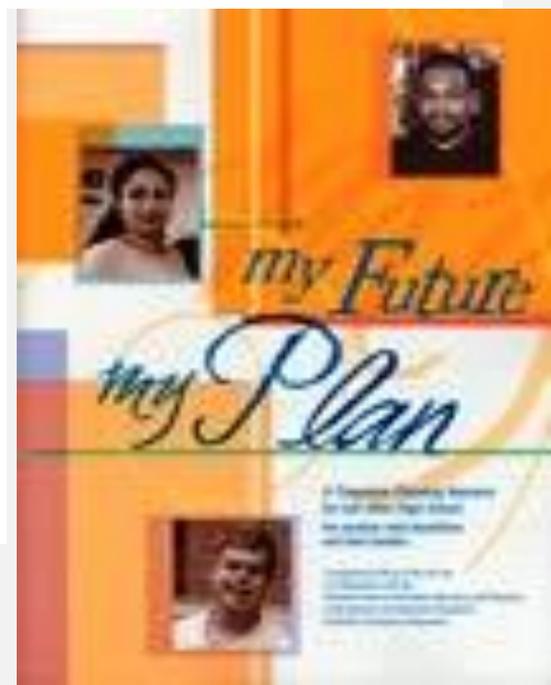
Evidence-based Practices in SD

www.nsttac.org

National Secondary Transition Technical Assistance Center

Visitors: 257,501

Low Vision | High Contrast | Standard Browsers

Legal Requirements   Evidence Based Practices   Capacity Building   NSTTAC Products   Post-secondary Resources   Students & Families

Indicator 13   Summary of Performance   Lesson Plans   Predictors   Newsletter   National Resource Map   Trans. Assess. Toolkit   Website Feedback   About NSTTAC

NSTTAC Institute: Institute Information   Change Text Size: A Restore A

Evidence Based Practices

★ Return to Homepage
★ Practice Descriptions
★ Predictors of Post-School Success
★ Research to Practice Lesson Plan Library
★ Literature Review
★ What Works Transition Research Synthesis Project
★ Cross-Center Intervention Resources
★ Evidenced-Based Practices Videos
   ○ Evidence-Based Practices Overview
   ○ Evidence-Based Practices
   ○ Predictors of Post-School Success
★ Predictor Implementation Self-Assessment

Evidence-based Secondary Transition Practices

Secondary Transition Evidence-Based Practices

a. Student-Focused Planning. This category includes practices in the areas of IEP development, student participation in planning, and planning strategies.
b. Student Development. This category includes strategies in the areas of life skills instruction, career and vocational curricula, structured work experience, assessment, and support services.
c. Interagency Collaboration. This category includes practices in the areas of collaborative frameworks and collaborative service delivery (No practices identified at this time).
d. Family Involvement. This category includes practices in family training, family involvement, and family empowerment
e. Program Structure. This category includes practices in program philosophy, policy and evaluation, strategic planning, resource allocation, and human resource development.

Product Feedback

You may rate the content of this page based on a scale of one to five: where one is the lowest and least favorable, five is the highest and most favorable.

Review Product | What Others Said

Average: 3.95 stars out of 5 *(19 Reviews)*
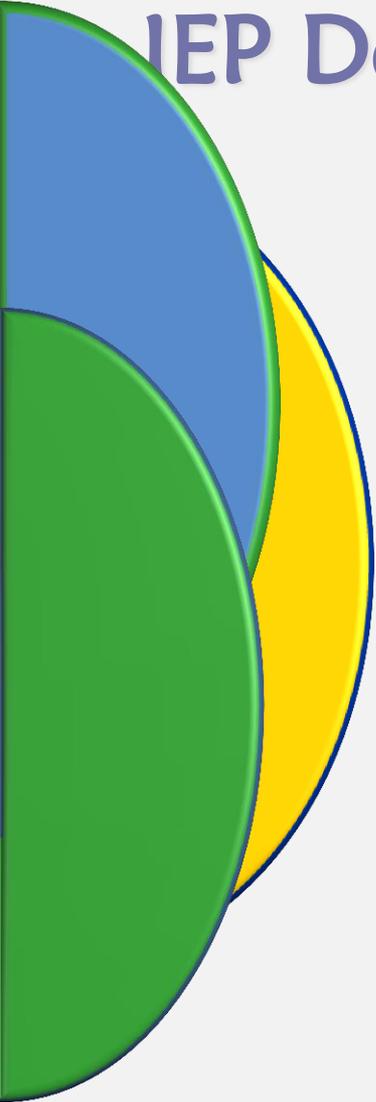
IEP Development/Student Participation Strategies

- Involving Students in the IEP Process
- Involving students in the IEP process includes instruction on:
  - Participating in IEP meetings
  - Participating in transition planning
  - Leading IEP meetings
  - Self-determination skills
  - Transition awareness
  - Empowerment

IEP Development/Student Participation Strategies

- [Involving Students in the IEP Process](#)

- Research-to-Practice Lesson Plan Starters

  - For using the Self-Directed IEP with students with cognitive disabilities
    http://www.nsttac.org/LessonPlanLibrary/1_and_8.pdf

  - For using person centered planning to increase student and family involvement in the IEP process
    http://www.nsttac.org/LessonPlanLibrary/2_27_35.pdf

  - For using the TAKE CHARGE: For the Future! curriculum
    http://www.nsttac.org/LessonPlanLibrary/3_29_33.pdf

  - For using the Self-Advocacy Strategy
    http://www.nsttac.org/LessonPlanLibrary/1_and_8.pdf

- Using the Self-Advocacy Strategy
- Uses "IPLAN" mnemonic
  - **I**nventory your:
    - Strengths
    - Areas to improve or learn
    - Goals
    - Choices for learning or accommodations
  - **P**rovide your inventory information
  - **L**isten and respond
  - **A**sk questions
  - **N**ame your goals
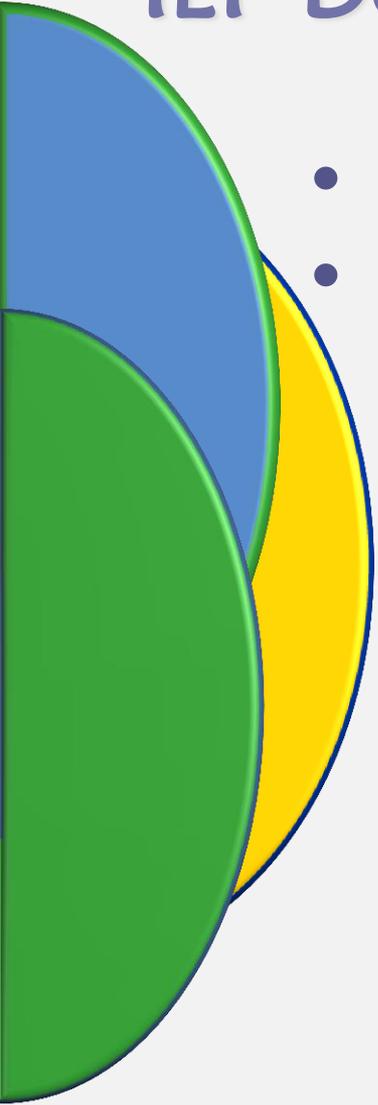
IEP Development/Student Participation Strategies

- Using the Self-Advocacy Strategy

Research-to-Practice Lesson Plan Starters

- For using a computer-based version of the Self-Advocacy Strategy
  http://www.nsttac.org/LessonPlanLibrary/5.pdf
- For increasing student participation in their IEP meeting
  http://www.nsttac.org/LessonPlanLibrary/6.pdf
- For using the Self-Advocacy Strategy with adolescents in preparation for the IEP meeting
  http://www.nsttac.org/LessonPlanLibrary/4_7_37_41.pdf

IEP Development/Student Participation Strategies

- [Using the Self-Directed IEP](#)
- Self-Directed IEP is part of ChoiceMaker curriculum

Involves 11 steps:

1. State the purpose of the meeting
2. Introduce everyone
3. Review past goals and performance
4. Ask for others' feedback
5. State your school and transition goals
6. Ask questions if you don't understand

IEP Development/Student Participation Strategies
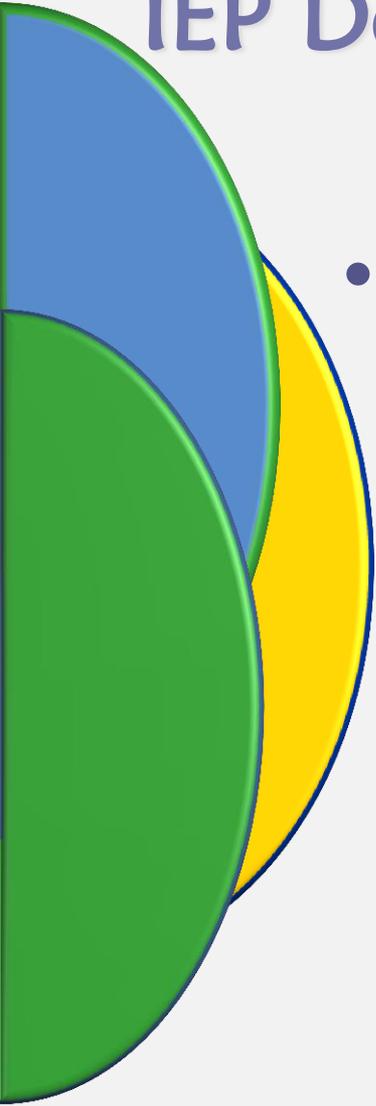
- Using the Self-directed IEP continued:
  7. Deal with differences of opinion
  8. State the support you will need
  9. Summarize your goals
  10. Close the meeting by thanking everyone
  11. Work on IEP goals all year

IEP Development/Student Participation Strategies

- Using the Self-Directed IEP

- Research-to-Practice Lesson Plan Starters
  - To teach the Self-Directed IEP to students with cognitive disabilities
    http://www.nsttac.org/LessonPlanLibrary/1_and_8.pdf

Teaching Self-determination Skills

- [Teaching Self-Determination Skills](#)

- Research-to-Practice Lesson Plan Starters

For decision-making skills:

- http://www.nsttac.org/LessonPlanLibrary/18.pdf
- http://www.nsttac.org/LessonPlanLibrary/19.pdf
- http://www.nsttac.org/LessonPlanLibrary/10_22.pdf
- http://www.nsttac.org/LessonPlanLibrary/23.pdf
- http://www.nsttac.org/LessonPlanLibrary/30_34_38.pdf

Teaching Self-determination Skills (Under Student Development)

- Research-to-Practice Lesson Plan Starters

For goal setting and attainment:

- http://www.nsttac.org/LessonPlanLibrary/17.pdf
- http://www.nsttac.org/LessonPlanLibrary/19.pdf
- http://www.nsttac.org/LessonPlanLibrary/26.pdf
- http://www.nsttac.org/LessonPlanLibrary/2_27_35.pdf
- http://www.nsttac.org/LessonPlanLibrary/25_28_36.pdf
- http://www.nsttac.org/LessonPlanLibrary/3_29_33.pdf
- http://www.nsttac.org/LessonPlanLibrary/30_34_38.pdf

Teaching Self-determination Skills (Under Student Development)

Continued:

Research-to-Practice Lesson Plan Starters

For problem-solving skills:

- http://www.nsttac.org/LessonPlanLibrary/17.pdf
- http://www.nsttac.org/LessonPlanLibrary/40.pdf
- http://www.nsttac.org/LessonPlanLibrary/18.pdf
- http://www.nsttac.org/LessonPlanLibrary/19.pdf
- http://www.nsttac.org/LessonPlanLibrary/3_29_33.pdf
- http://www.nsttac.org/LessonPlanLibrary/32.pdf
- http://www.nsttac.org/LessonPlanLibrary/30_34_38.pdf

Teaching Self-determination Skills (Under Student Development)

- Research-to-Practice Lesson Plan Starters

For self-awareness:

- http://www.nsttac.org/LessonPlanLibrary/17.pdf
- http://www.nsttac.org/LessonPlanLibrary/19.pdf
- http://www.nsttac.org/LessonPlanLibrary/2_27_35.pdf
- http://www.nsttac.org/LessonPlanLibrary/25_28_36.pdf
- http://www.nsttac.org/LessonPlanLibrary/4_7_37_41.pdf
- http://www.nsttac.org/LessonPlanLibrary/30_34_38.pdf

Teaching Self-determination Skills (Under Student Development)

Continued:

Research-to-Practice Lesson Plan Starters

For self-advocacy:

- http://www.nsttac.org/LessonPlanLibrary/17.pdf
- http://www.nsttac.org/LessonPlanLibrary/19.pdf
- http://www.nsttac.org/LessonPlanLibrary/25_28_36.pdf
- http://www.nsttac.org/LessonPlanLibrary/4_7_37_41.pdf
- http://www.nsttac.org/LessonPlanLibrary/30_34_38.pdf

Other SD Resources

- See handout entitled "Resources for Involving Students in their IEP Process"

- Do you know of others?
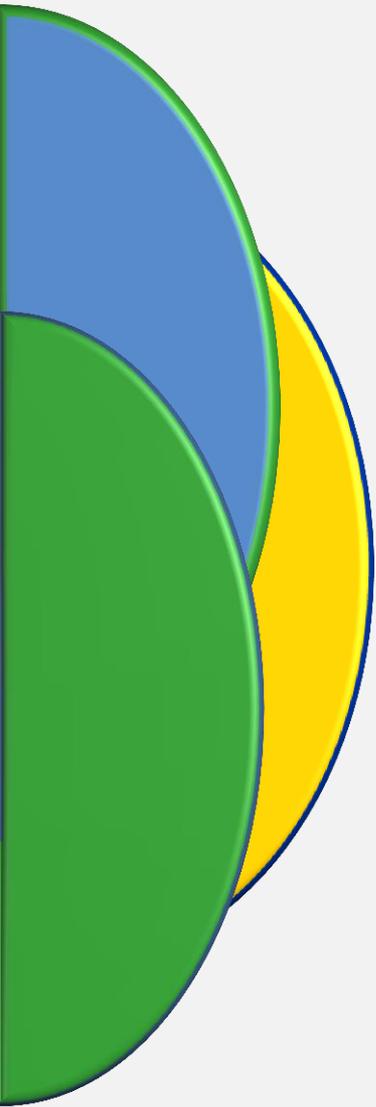
Why is teaching self-determination skills worth the effort?
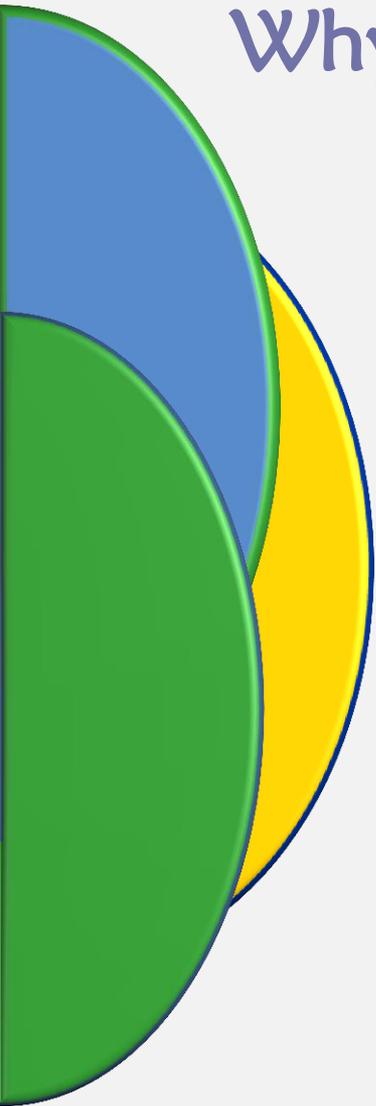
Meet Parker Bryant

Welcome to my IEP meeting.

Today we are going to talk about my plans for the future.
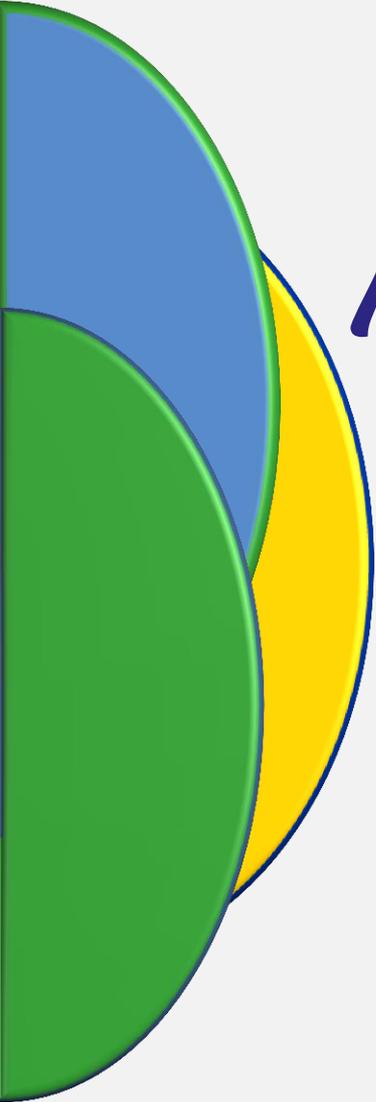
Are You Smarter than a SPED Teacher?

CATEGORIES

Self-directed IEP

SD Components

Emphasis on SD

Self-Advocacy Strategy

SD Lesson Plans

Whose Future Is It Anyway?

Evidence-based Practice

Choice-Maker Curriculum
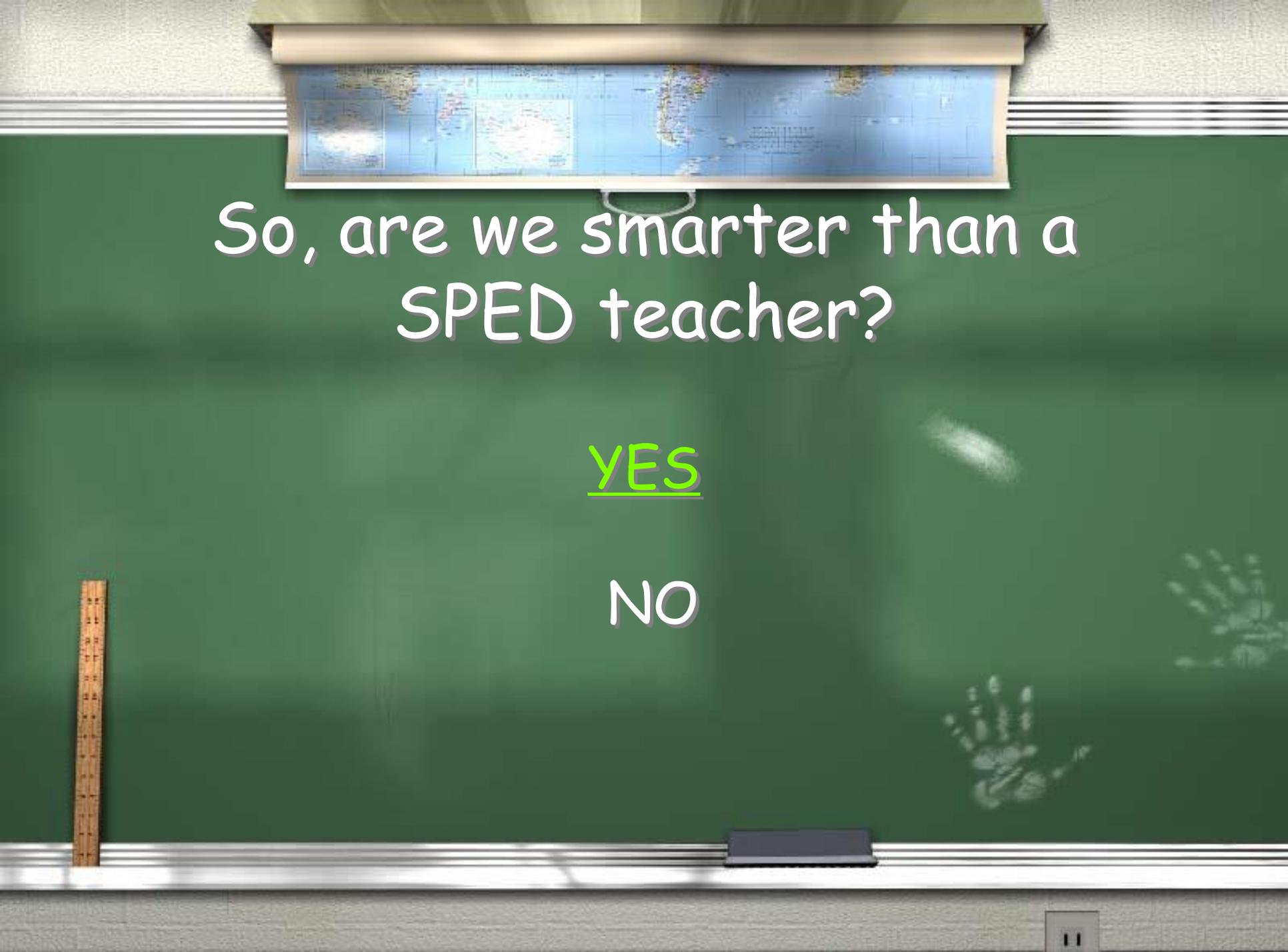
So, are we smarter than a SPED teacher?

YES

NO
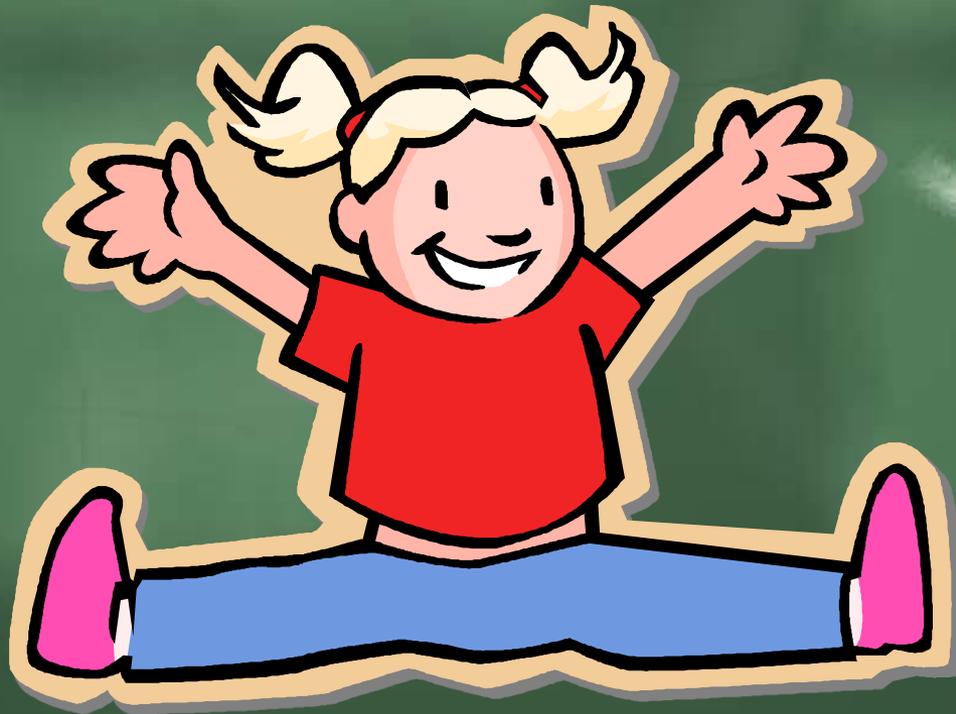
Oh Man!!! Try again…
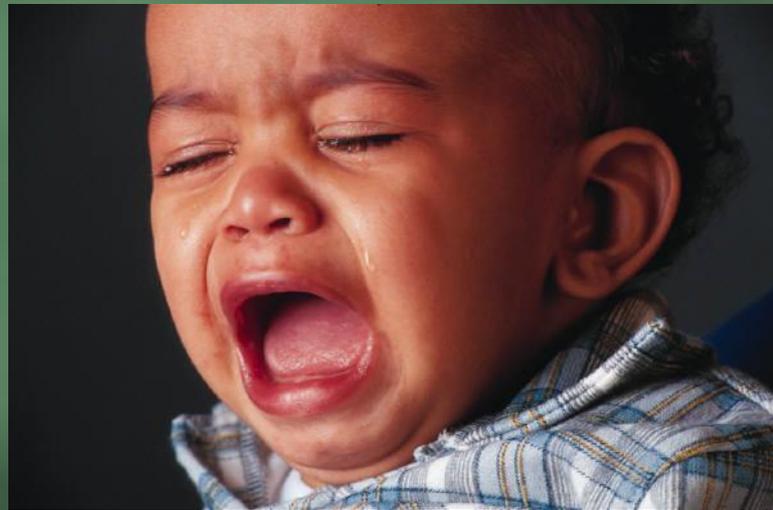
Self-directed IEP

True or False
☞ There are 9 steps in the Self-directed IEP curriculum

SD Lesson Plans

True or False

📬 There are lesson plans on www.nsttac.org for teaching self-determination skills that include decision-making, goal setting and attainment, problem-solving, self-awareness, and self-advocacy.

SD Components

True or False

✍️Self-advocacy means having knowledge of self, knowledge of rights, communication skills, and leadership ability

Whose Future Is It Anyway?

True or False

☜ Whose Future Is It Anyway? Is a published self-determination and transition planning curriculum that is very expensive to purchase.

Emphasis on SD

True or False

Individuals who score higher on measures of SD have more positive adult outcomes (e.g., better employment, better living situations)

Evidence-based Practice

True or False

☞"Involving students in the IEP process" is an evidence-based practice that includes instruction on self-determination skills.

Self-Advocacy Strategy

True or False

The Self-Advocacy Strategy used the mnemonic IPLAN to teach self-advocacy to students with disabilities.

Choice-Maker Curriculum

True or False

The Choice-Maker curriculum is comprised of 3 strands (choosing goals, expressing goals, taking action) and addresses 4 transition areas (education, employment, independent living, recreation/leisure).
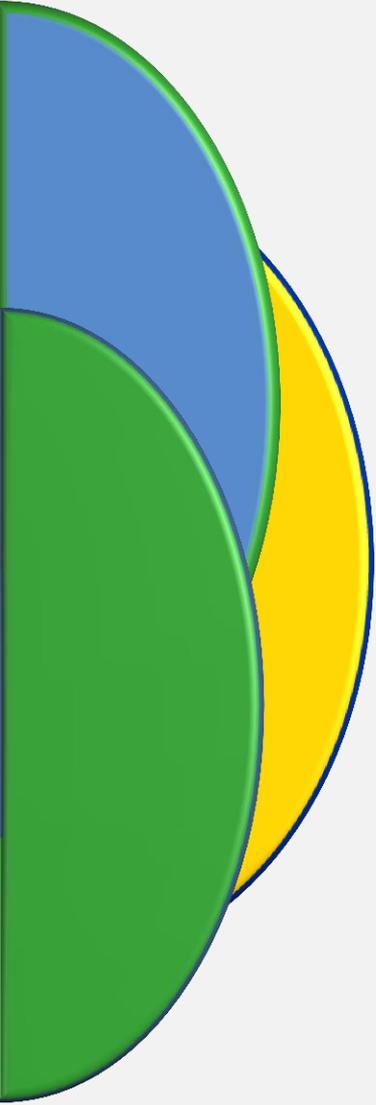
Posttest

Contact Us

David Test, dwtest@uncc.edu

Margo Izzo, margo.izzo@osumc.edu

www.nsttac.org

704-687-8606

704-687-6327(TTY)

704-687-2916 (fax)