Next Steps NH Series

Course 2:
Teaching Self-Determination Skills to Students With Disabilities
What Are the Options?

Making the Most of a G2M

• Muting & unmuting
• Using chat function
• Group activities
• Webcams

Learning Objectives:
• Define Self-Determination and identify components
• Learn about ways to assess and promote self-determination including
  • Research-based curricula
  • Evidence-based practices
  • Web-based Resources

Materials
• Slides
• Self-Determination Mapping and Action Worksheet
• NSNH Student Trainings Outline
• AIR Self-Determination Scale-Student Form

NSNH Essentials
Next Steps NH offers training and coaching on embedding evidence-informed transition practices in schools to increase the graduation rate of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.

Training introduces and illustrates the practice.
Coaching supports putting the training to use.

NSNH Essentials
Transition practices include:
• Enhanced transition planning, activities & opportunities, including RENEW
• Best practice Extended Learning Opportunities (ELOs)
• High level family-school engagement

Evidence shows that embedding new practices requires multi-stage implementation.
Family Engagement
Two-way communication
Shared decision making
Transition-related training opportunities

Transition-Focused Education Framework
Leadership Teams
Ongoing Strategic Planning Policy and Procedure
Transition Competencies for Staff
Transition Coordinator ELO Board

Interagency Collaboration
Community Services Colleges/Universities ELO Partners

Student-Focused Planning
Student Led IEPs RENEW Transition Assessment

Student Development
Best Practice ELOs Self-Determination RENEW

**NSNH Essentials**
Implementing practices with fidelity is a primary focus. The use of planning tools ensures fidelity.

<table>
<thead>
<tr>
<th>Critical Component of Practice</th>
<th>Not In Place</th>
<th>Partially In Place</th>
<th>In Place</th>
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<tbody>
<tr>
<td>X A4: Students are prepared to participate and do participate meaningfully in the development of their post school goals and plans to achieve those goals, and in any relevant meetings.</td>
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<tr>
<td>X B6: Acquire the skills, behaviors, and attitudes through direct instruction and/or added support as necessary, that enable them to learn and grow in self-knowledge, social interactions, and physical and emotional health and self determination.</td>
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When implemented with fidelity these practices will increase the graduation rates of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.

**Putting the Pieces Together**

1. **EXPLORATION**
   Introductory training

2. **INSTALLATION**
   • Develop action plan
   • Pilot self-determination practices

3. **INITIAL IMPLEMENTATION**
   • Identify & address challenges
   • Scale up

4. **FULL IMPLEMENTATION**
   • Processes & procedures in place
   • System recalibrated to accommodate & support new initiatives

**SUSTAINABILITY**
Program Structures: Resources, Ongoing Training and Coaching, Procedures

**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 goal-directed, self-regulated, autonomous 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
- Self-regulation: self-monitoring, self-evaluation, self-instruction, self-management (controlling own behavior by being aware of one’s actions and providing feedback)
- Self-awareness: awareness of own individuality, strengths, and areas for improvement
- Self-efficacy: understanding that own actions have an impact
- Self-advocacy: have knowledge of self, knowledge of rights, communication skills, and leadership ability.

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 shows relationships between SD and positive school experiences (e.g., higher grades, attendance, fewer behavior problems).
  Wehmeyer & Schwartz (1997)

Let’s look at another perspective:

Components of Self-Determination
- Choice making: appropriately choosing between a finite number of choices
- Problem-solving: weigh pros & cons of potential actions, identify barriers to success
- Decision making: involves choosing between unlimited options
- Goal setting and attainment: ability to set appropriate goals for self and achieve the goals with actions

Knowledge of Rights
Sample sub-components include
- Personal rights
- Community rights
- Human service rights
- Consumer rights
- Educational rights
- Steps to remediate violations
- Steps to advocate for change
- Knowledge of resources

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

Communication
Sample sub-components include
- Assertiveness
- Negotiation
- Articulation
- Body Language
- Persuasion
- Compromise

Leadership
Sample sub-components include
- Knowledge of group’s rights
- Advocating for others or for causes
- Political action
- Team dynamics and roles

Does your Next Steps action plan have priorities related to assessing or teaching self determination?
Should it? What practices would you like to see students engaging in?

ACTIVITY 1
ASSESSING SELF-DETERMINATION

Assessing Self-Determination

- **Purpose:** 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
- **Examples:**
  - The Arc’s Self-Determination Scale
  - 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](http://education.ou.edu/zarrow/?p=38&z=39)

AIR Self-Determination Assessment

- (Wolman, Campeau, DuBois, Mithaug, & Stolarski, 1994)
- **Target Population:** all school-age students with and without disabilities
- **Measures:** Capacity and Opportunity for 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](http://education.ou.edu/zarrow/?p=38&z=3)

APPROACHES FOR PROMOTING SELF-DETERMINATION

Four 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
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

2. Directly teaching skills or enhancing knowledge
   - Self-management (self-monitoring, self-recording, self-graphing, ...)
   - Choice-making
   - Problem-solving

3. Embedding instruction into the general curriculum
   - Examples:
     a. Literature Circles
     b. IEP Template
     c. Go 4 It...Now!
     d. Self-Determined Learning Model of Instruction (SDLMI)

   3a. Embedding in Curriculum: Literature Circles Description and Practice
      - In small groups, students read the same book and prepare for the literature circle discussions by assuming different group roles and completing assignment sheets that prepare them for their role in the discussion.
      - Self-determination components addressed: problem-solving and decision-making
      - ELA skills addressed: reading comprehension, oral communication

   3b. Embedding in Curriculum: IEP Template
      - IEP awareness, career exploration and students interviewing parents and teachers
      - Direct instruction and modeling to complete an IEP Template that includes vision statement; present level of performance; goals and objectives; measurement criteria and procedures; and services and accommodations
      - Self-determination components addressed: goal-setting and self-awareness
      - ELA skills addressed: research skills, writing for a variety of purposes, sentence writing

   3c. Embedding in Curriculum: GO 4 IT...NOW!
      - Uses a mnemonic device to help students write 6-sentence goal paragraphs
      - Can be applied to other types of paragraph writing
      - Self-determination components addressed: goal-setting, self-awareness, and self-regulation
      - ELA skills addressed: writing for a variety of purposes, paragraph writing
3d. Embedding in Curriculum:
Self-Directed Learning Model of Instruction


- 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)


Approaches for Promoting SD in Students

ACTIVITY 2

What self-determination teaching or assessment practices are used in your department?
What practices are used schoolwide?
Are the outcomes of practices being documented as transition assessment?

PUBLISHED RESEARCH-BASED CURRICULA IN SELF-DETERMINATION
**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

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**Whose Future Is It Anyway?**  
A 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

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**ME! Lessons**

- **Purpose:** Teaching Self-Advocacy and Self-Awareness
- **Unit overviews, Common Core State Standards, and lesson plans are included in one file**
- **Select “Transition Education Materials”**
- **FREE!!!!**

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**Next Steps NH Student Training**

- **Adapted from ME!**
  - Empowering Youth: It’s all about you!
  - It’s your IEP...it’s your life!
  - Taking it to the next step; pulling it all together.
FIND EVIDENCE-BASED PRACTICES (EBP) IN SELF-DETERMINATION

Where to Find ‘EBPs’ and more...

• National Technical Assistance Center on Transition transitionta.org/
  – Effective Practices
  – Lesson Plans
• Zarrow Center
  – Assessments and lessons

• Youthhood
  – Dynamic, curriculum-based tool that can help young adults plan for life after high school.
  – http://www.youthhood.org/index.asp
  – Interactive and personalized
  – Directed to young adults
• I am Determined!
  – http://www.imdetermined.org/
  – Direct instruction, models, and skill practice
• Pepnet
  – http://www.pepnet.org
  – For deaf or hard of hearing students, ages 14 through adult.
  – Changes coming January 1, 2017

What does teaching self-determination skills look like?

Meet Parker Bryant

Welcome to my IEP meeting.

Today we are going to talk about my plans for the future.

Ideas for Implementation

• Include discussions of self-determination skills in IEP and other student meetings
• Select a basic SD assessment tool and pilot with selected group of students
• Pilot Student Led IEPs
• Use self-determination practices in a specific class

Ideas for Implementation

• Add self-determination transition services and annual goals to IEPs
• Provide the Next Steps NH Courses in a train-the-trainer format for sustainability
• Offer the Next Steps NH courses as:
  – A mini-ELO, single or group
  – A mini-course
  – 8th grade orientation
  – workshops
ACTIVITY 3

Part 3: Goals and Action Plans
Consider your discussions in Activities 1 & 2. What is your goal for increasing and improving self-determination practices in your school?

Next Steps NH Transition Resource Portal

- Today's training and materials will be available at: www.nextsteps-nh.org

Thank You!

The contents of this presentation were developed under a grant from the US Department of Education, H325A120003. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Corinne Weidenthal.

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