Developing Student Self-Determination Across 6th through 12th Grade

6th 7th 8th 9th 10th 11th 12th

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17th International DCDT Conference

Personalize the Presentation

1. Continuum Development
2. The Self-Determination Continuum
3. The Continuum Outcomes
4. Instructional Tools to Address Continuum Outcomes

Where would you like us to go?

Begin with the End in Mind…

What is your vision of Post-Secondary Self-Determination Skills for students with disabilities?

Self-Determination

Why a continuum of SD instruction?

- NSTTAC identified multiple areas that positively predict improved post-school outcomes including *self-determination skills*

- District need
  - Purposeful and systematic self-determination instruction
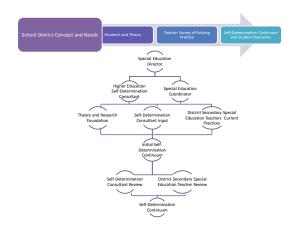 - Solid instructional continuum starting in sixth grade

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Our Vision…
Students with disabilities in 12th grade actively engage in self-determined behaviors directed at postsecondary life…
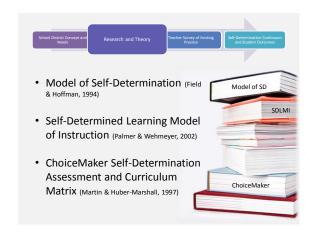
- knowledge of the impact of their disability in relationship to postsecondary settings/services

- participate in assessments and/or self-evaluate transition related skills

- lead IEP meeting

- participate in the writing of their Summary of Performance

- know when/how to use their *Transition Portfolio*

- identify adults who will support them as well as supports needed after leaving the high school setting

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Students with disabilities in 12th grade actively engage in self-determined behaviors directed at postsecondary life…
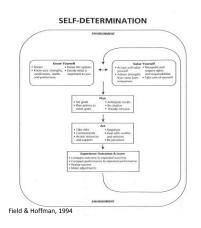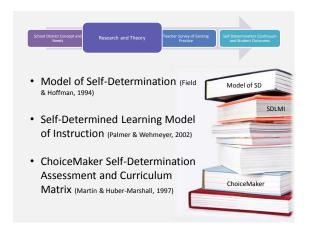
- use self-evaluation tools to determine their college/career/independent living readiness

- assist in developing connections with their postsecondary settings (i.e. college disability access center, employment support personnel)

- use disability disclosure as needed with postsecondary/ workforce/ independent living personnel

- discuss their needs with postsecondary/ workforce/ independent living personnel

- request accommodations as needed within instructional/ vocational/ independent living settings

- Model of Self-Determination (Field & Hoffman, 1994)

- Self-Determined Learning Model of Instruction (Palmer & Wehmeyer, 2002)

- ChoiceMaker Self-Determination Assessment and Curriculum Matrix (Martin & Huber-Marshall, 1997)

Model of SD

SDLMI

ChoiceMaker

SELF-DETERMINATION

Field & Hoffman, 1994

Self-Determined Learning Model of Instruction

Palmer & Wehmeyer, 2002

Self-Determined Learning Model of Instruction

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ChoiceMaker Self-Determination Outcomes
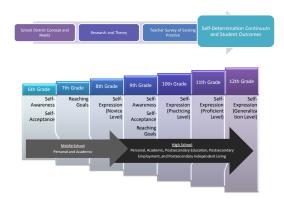
- Middle School
  – "All About Me" presentations
  – F.A.T City Video and discussion
  – Basic participation in their IEPS
  – Learning style discussions
  – Discussing AIMSweb data
  – Accommodations

- High School
  – LEAD Class
    - F.A.T. City Video and many more
    - Self-Advocacy Strategy
    - Short term/Long term goals
    - "Snapshot" – Accommodation sheet
    - Mentoring middle school students
  – IEP Participation

Self-Awareness

- discuss their preferences, interests, and dreams
- discuss their individual strengths and needs
- make informed decisions
- discuss learning differences and disability awareness
- participate in assessments and/or self-evaluate transition related skills
- discuss the impact of their disability
- discuss their necessary accommodations

Middle School — Personal and Academic → High School — Personal, Academic, Postsecondary Education, Postsecondary Employment, and Postsecondary Independent Living

Self-Acceptance

- appreciate their unique qualities, including strengths and challenges
- discuss their rights and responsibilities as a student/adult
- treat others respectfully and understand that they have the right to be treated respectfully
- take care of oneself emotionally and physically
- acknowledge their disability

Middle School — Personal and Academic → High School — Personal, Academic, Postsecondary Education, Postsecondary Employment, and Postsecondary Independent Living

Reaching Goals

- identify goals in personal, academic and all necessary postsecondary areas
- write a measurable goal (this can include an IEP goal)
- create a plan for goal attainment
- evaluate and make meaningful adjustments to goal/plan
- communicate and receive feedback in a socially acceptable manner

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Self-Expression

- Novice Level
- Practicing Level
- Proficient Level
- Generalization Level

"More than just involvement in the IEP."

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Teacher Feedback

Perceptions	Recommendations
• Stated that this has long been needed	• Provide staff training and professional development
• Stated all students could benefit from the skills and concepts	– Time
	– Continued support after initial training
• Liked that the instructional tools aligned with the outcomes	• Include general education partners
• Liked clear expectations of grade level outcomes	• Implement with fidelity
	• Building level administration support

Professional Development → Strategies and Tools → Student Evaluation → Program Evaluation

- Coaching Model
  - Professional development
    - Continuum
    - Instruction tools
  - Study groups
  - In class coaching observations, feedback and modeling, dialogue

Flow diagram: Professional Development → Strategies and Tools → Student Evaluation → Program Evaluation

Grade progression (6th Grade through 12th Grade):

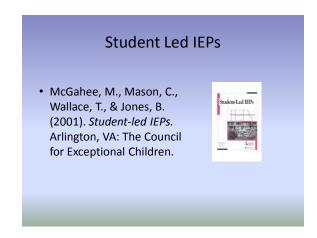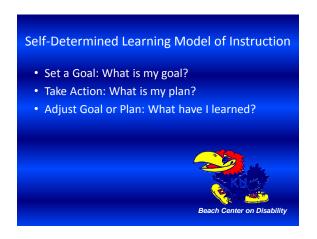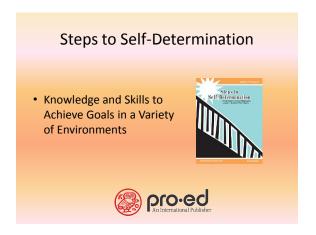| 6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Possible Selves (Initial Instruction)	Student-Led IEPs (Initial Instruction)	Student-Led IEPs (Review)	STEPS to Self-Determination (Initial Instruction)	Self-Advocacy Strategy (Review)	Self-Directed IEP (Review)	Student-Directed Summary of Performance (Initial Instruction)
Self-Determination Strategies (Initial Instruction)	Self-Determined Learning Model of Instruction (Initial Instruction)	Advocacy Presentations (Initial Instruction)	Take Action (Initial Instruction)	411 on Disability Disclosure (Initial Instruction)	411 on Disability Disclosure (Review)	Transition to Postsecondary Education: Strategies for Students with Disabilities (Initial Instruction)
			Self-Advocacy Strategy (Initial Instruction)	Choosing Education Goals (Initial Instruction)	Choosing Education Goals (Review)	Adult Agencies: Linkages for Adolescents in Transition (Initial Instruction)
				Choosing Employment Goals (Initial Instruction)	Choosing Employment Goals (Review)	
				Self-Directed IEP (Initial Instruction)		

Possible Selves Strategy

- *Possible Selves* is designed to increase student motivation by having students examine their futures and think about goals that are important to them. Students think about and describe their hoped-for possible selves, expected possible selves, and feared possible selves. They set goals, create plans, and work toward their goals as part of this program.

Available through a SIM Professional Developer
Contact University of Kansas Center for Research and Learning
www.ku.crl.org

Center For Research and Learning

Self-Determination Strategies

- Self-determination strategies for adolescents transitioning to college.

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Student Led IEPs

- McGahee, M., Mason, C., Wallace, T., & Jones, B. (2001). *Student-led IEPs.* Arlington, VA: The Council for Exceptional Children.

Self-Determined Learning Model of Instruction

- Set a Goal: What is my goal?
- Take Action: What is my plan?
- Adjust Goal or Plan: What have I learned?

Beach Center on Disability

Steps to Self-Determination

- Knowledge and Skills to Achieve Goals in a Variety of Environments

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Choicemaker Series

- Choosing Educational Goals
- Choosing Employment Goals
- Choosing Personal Goals
- Take Action
- Choose and Take Action
- Self-Directed IEP

Cost:$ 128-$161

Cambium LEARNING® | Sopris®

The Self-Advocacy Strategy

- The *Self-Advocacy Strategy* can be used by students when preparing for and participating in any type of conference, including education and transition planning conferences (IEP or ITP conferences). Strategy steps provide both a way of getting organized before a conference and effective communication techniques to use during the conference.

Cost: $45.00
Available from Edge Enterprise
708 W. 9th St., Suite 107,
Lawrence, Kansas 66044
877-767-1487

Center For Research and Learning

411 on Disability Disclosure

- A Workbook for Youth with Disabilities
- Cyber Disclosure for Youth with Disabilities
- Youth and Disability Disclosure: The Role of Families and Advocates

http://www.ncwd-youth.info/topic/disability-disclosure

Student Directed Summary of Performance

- Martin, J.E., Van Dycke, J. L. D'Ottavio, M., & Nickerson, K. (2007). The student-directed Summary of Performance: Increasing student and family involvement in the transition planning process. *Career Development for Exceptional Individuals, 30*(1), 13-26.
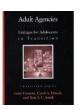
Transition to Postsecondary Education

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Adult Agencies: Linkages for Adolescents in Transition

Information on adult services available in the community to individuals with disabilities.

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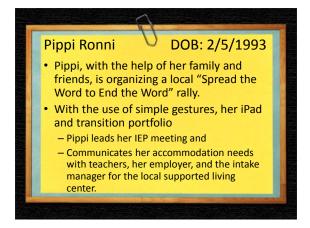An International Publisher

- Adapted NSTTAC Evaluation Tools
  - Teacher Implementation Feedback Post (Tool 1)
  - Student Demographic (Tool 2)
  - Teacher Feedback Post (Tool 3)
  - Student Evaluation Pre/Post (Tool 4)
  - Parent/Guardian/Family Feedback Post (Tool 5)

- Student Pre-Post Evaluations
- Teacher Post Evaluations
- Parent Post Feedback
- Teacher Implementation Logs and Feedback Forms
- Teacher Focus Groups
- Student Testimonies/Artifacts
- Post-School Survey

Pippi Ronni   DOB: 2/5/1993

- Pippi, with the help of her family and friends, is organizing a local "Spread the Word to End the Word" rally.
- With the use of simple gestures, her iPad and transition portfolio
  - Pippi leads her IEP meeting and
  - Communicates her accommodation needs with teachers, her employer, and the intake manager for the local supported living center.

Questions and Comments

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