Objectives

- At the end of the session, the participants will be able to:
  - Explain the application of the concept of self-determination in the school
  - Describe strategies to enhance the different elements of self-determination
  - Utilize self-determination tools and resources with students

Life Jackets

“If students floated in life jackets for 12 years, would they be expected to swim if the jackets were suddenly jerked away?”

(Martin, Marshall, Maxson and Jerman, 1993)
Purpose of Education

Produce responsible, **self-sufficient** citizens who possess the self-esteem, initiative, skills and wisdom to continue individual growth and pursue knowledge (Sarason, 1990)

(Excerpt from New Rochelle School District Mission Statement)

Two Frameworks of Self-Sufficiency

- **Independence Framework**
- **Interdependence Framework**

**Independence Framework**

- Definition: freedom from the control, influence, support, aid, or the like, of others.
- Assistance is seen as a deficit!
- Antonym: dependence
Interdependence Framework

- Recognizes that assistance with certain tasks is necessary for complete autonomy
  (About a Lifecourse Approach, CanChild website)

- Don’t we all need support?

Interdependence Framework

- **Capacity** is the ultimate goal, not independence

- **Capacity** – actual ability to perform a task, whether this requires assistance from others or not

Self-Determination
Self-determination

- “Combination of skills, knowledge and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior”
  (Field, Martin, Miller, Ward and Wehmeyer, 1998)

- “People taking action themselves, but also teaching and guiding people in their support systems how to help them meet their specific needs and goals”
  (Powers et al, 1996)

Self-determination according to Adults with Physical Disabilities

- “The power to do whatever the heck you want even if anyone says you can’t. Without this I wouldn’t have a life. I’d be stuck at home.”
  - Larry, 34 y/o

- “The goals you set and what you can accomplish and the way you go about doing it.”
  - Veronica, 36 y/o
  (Angell, Stoner and Fulk 2010)

Self-determination Outcomes

- Self-determined students were more likely to have achieved more positive adult outcomes, including being employed at a higher rate and earning more per hour than peers who were not self-determined
  (Wehmeyer, M. L. & Schwartz, M., 1997)

- Increased long-term benefits in major life outcomes like employment and access to benefits, independent living, and financial independence for high school graduates that have higher levels of self-determination versus those with lower self-determination
Self-determination & Transition Planning

Youth with higher self-determination scores on the Arc’s Self-determination Scale are more likely to:

- Be actively engaged in transition planning
- Take a leadership role in their transition planning
- Help set direction of discussions about IEP transition goals and service needs

(OSEP’s National Longitudinal Studies, 2005)

Elements of Self-determined Behavior

- What skills and attitudes must a person possess to be considered a self-determined individual?
- How can we promote these skills and attitudes?
Elements of Self-Determination

- Choice Making
- Problem Solving
- Decision Making
- Goal Setting
- Self-Regulation & Self-Directed Learning
- Leadership
- Self-Advocacy
- Self-Efficacy
- Perception of Control
- Self-Awareness and Self-Knowledge

Choice-Making

- Identifying and communicating preferences

  Strategies
  - Create a structured environment that allows plenty of opportunities for choice
    - Choice of activities, location and time
    - Choice to refuse to participate and to end an activity
  - Explain risks and consequences of various choices
  - Sometimes less is more!

Problem-solving

- Identifying and defining a problem, and generating solutions

  Strategies:
  - Introduce novel tasks
  - Change context of tasks
  - Use the natural environment
  - Model by “thinking out loud” your own problem-solving steps
  - Promote exploration. Allow mistakes!
  - Encourage generalizations
Decision-making

- Coming to a conclusion about which solution is best and most effective given one's circumstances, values, priorities and needs

- Strategies:
  - Teach student to:
    1. List action alternatives
    2. Identify consequences of those actions
    3. Assess probability of each consequence occurring
    4. Establish relative value of each consequence
    5. Integrate these values and probabilities to identify most attractive action

Goal Setting and Attainment

- Involves actions that enable a person to reach a specified preferred outcome

- Strategies:
  - Allow student to explore his/her wants and needs.
  - Allow student to set goals based on his/her own interests, wants and needs.
  - Work with student to set guidelines for each goal:
    - amount of time needed to meet goal
    - work that needs to be done to meet goal
    - help from other people to meet goal

Self-regulation (Self-management)

- Response system that allows individuals to examine their environment and responses, and revise their strategies as needed
### Self-regulation (Self-management)

<table>
<thead>
<tr>
<th>Sub-component</th>
<th>Strategies -- Teach students to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-observation</td>
<td>Assess, observe and record their own behavior (checklists, documentation, etc.)</td>
</tr>
<tr>
<td>Self-evaluation</td>
<td>Systematically record their progress towards the goal (charts, graphs, etc.)</td>
</tr>
<tr>
<td>Self-reinforcement</td>
<td>Provide their own verbal prompts, cues and reinforcers</td>
</tr>
</tbody>
</table>

### Leadership

- Skills needed to lead, guide and direct
  - Strategies:
    - Utilize group sessions.
      - Allow the child to lead a group.
      - Teach child how to be an effective team member.
    - Encourage child to participate (and lead) in class and after-class projects.
    - Teach child to participate in and lead an IEP meeting.

### Self-advocacy

- Speaking up on one's own behalf
  - Strategies:
    - Teach student:
      - Their rights & responsibilities (IDEA, ADA)
      - How to communicate, negotiate & compromise
      - How to listen effectively
      - How to navigate through systems and bureaucracies
    - Teach child to participate in and lead their own rehabilitation team/IEP meetings.
    - Promote self-advocacy in group sessions
### Self-efficacy

- Belief in one’s ability to successfully engage in a specific behavior that will result in a desired outcome (“I can do this!”)

- **Strategies:**
  - Usually cannot be taught directly
  - May be enhanced by repeated successful experiences
  - Assist student to set goals and engage in activities that are commensurate to student’s skills
    - too difficult = anxiety
    - too easy = boredom

### Perception of Control

- Belief that one has control over outcomes that are important to one’s life (“If I do this, I know that will happen!”)

- **Strategies:**
  - Honor student’s choices and decisions.
  - Use student-directed learning activities.
  - Structure activities so that student can perform more actions for him/herself. (Don’t use an over-controlling style of instruction.)

### Self-awareness and Self-knowledge

- Understanding of one’s strengths & weaknesses, abilities & limitations; and how to utilize these to one’s benefit

- **Strategies:**
  - Teach student how to do a skills inventory. (Focus on strengths; children typically know their limitations.)
  - Teach student compensation strategies.
  - Use the natural environment to allow real-life experiences.
References


Is self-determination within the scope of special education services?

  - “recognizes the importance of self-determination for the child and suggests that interventions be developed within the context of daily routines and activities.”

  - “support self determination skills for successful community integration…school integration”

- ASHA

- Council for Exceptional Children
Self-Determination and the ICF

Developing Self-determination

School-Based Services

Student-Directed
School-Based Services

Barriers to Student-Directed Services

1. Adults believe that minors:
   - Cannot make informed choices and decisions
   - Do not weigh risks and consequences

2. Needs of caregiver for absolute assurance for safety
Studies

- Nine y/o children made decisions similar to 21 y/o adults; however they are less competent in reasoning & understanding treatment information. 14 y/o children have the same reasoning and understanding as 21 y/o adults (Weithorn & Campbell, 1982).

- Students as young as 10 were able to identify risks & benefits of entering psychoeducational therapy (Kaser-Boyd, Adelman & Taylor, 1985).

Self-Determination Across the Lifespan

<table>
<thead>
<tr>
<th>AGE</th>
<th>Choice-making</th>
<th>Problem-solving</th>
<th>Goal-setting &amp; attainment with adult assistance</th>
<th>Self-regulation</th>
<th>Goal-setting &amp; attainment with less adult assistance</th>
<th>Decision-making with adult assistance</th>
<th>Self-advocacy</th>
<th>Better self-awareness and self-knowledge</th>
<th>Better perception of control &amp; self-efficacy</th>
<th>Decision-making</th>
<th>All elements are coming together</th>
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<tbody>
<tr>
<td>2-5</td>
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Self-Determination: From Abstraction to Concrete Ideas

(Doll, Sande, Wehmeyer and Palmer, 1996)
Concrete Applications

- The Language of Self-Determination

Self-Determination Materials
- Modified SDLMI
- Speak Up!
- Students Leading IEP Meetings
- Progress Charts and Checklists

The Language of Self-Determination

The Three Punctuation Marks of Self-Determination

? , !
The Three Punctuation Marks of Self-Determination

Instead of providing answers,

**ASK**

What should we do next?
What do you need?
What needs to happen next?
Who can we ask for help?

The Three Punctuation Marks of Self-Determination

After asking,

**PAUSE**

Be patient.
Wait for an answer.

The Three Punctuation Marks of Self-Determination

If student is unable to come up with an answer,

**THINK OUT LOUD**

to model your own problem-solving process.
So always remember to…

? ASK

! PAUSE

! THINK OUT LOUD

Using Praises

Praise student for the work they put in:
- “It was good the way you figured out how to…”
- “That was difficult, but you made it. You have great focus and commitment to learn it”
- “Oops! I guess that was too easy. Let’s try something else you can really learn from.”

Don’t praise attributes:
- “You’re a quick learner. You must be smart!”
- “You did it even without practice. You must be good at this.”
- “We both know how strong you are, you can do this.”

(Amstel, 2005)

Avoid Phony Praises

- If student fails, help the student assess his/her actions.
  - “We could see that didn’t work. What do you think happened? Is there a different strategy you can try next time?”
  - “That task was really challenging. You did not complete it, but what did you learn today?”
  - “How did you feel about that activity? Was it too difficult? Do you want to try something else that could prepare you for that activity next time?”
Caution on Using Rewards

- External reinforcements (e.g. rewards) re detrimental to self-determination. (Deci, Koestner and Ryan, 1999)
- The “carrots and sticks” approach requires children to forfeit their ability to make their own choices/decisions; extinguishes intrinsic motivation; crushes creativity; encourages cheating/shortcuts, and fosters short-term thinking. (Pink, Drive, 2009)

Self-Determined Learning Model of Instruction (SDLMI)

- Designed for teachers to help young students:
  - Self-direct learning
  - Develop abilities leading to later self-determination
- Can be used by parent or anybody working with the child
- May be utilized for children
  - with mild to severe disabilities
  - from kindergarten all the way through high school

(from the work of Michael L. Wehmeyer and Susan B. Palmer; University of Kansas)
SDLMI

- Uses goal-setting and problem-solving approach
- Begins with talking

- 4 Activities (including 3 Phases):
  - Exploring My Interests
  - Phase 1: Set a Goal
  - Phase 2: Take Action
  - Phase 3: Adjust Goal

SDLMI – Phase 1

SDLMI – Phases 2 & 3
Modified SDLMI

- modified by school-based PTs

- **DO:**
  - You may assist by:
    - explaining each question
    - providing examples
    - modifying questions and procedures

- **DON'T:**
  - answer the items for the student
Uses of the SDLMI

- Long-term planning
  - Life goals
  - Transition planning
  - IEP goals
- Short-term planning
  - Monthly goals, weekly goals, etc.
- Treatment session
  - Setting goal for treatment session, analyzing & performing the activity, assessing the results

Treatment Session: Questions to Ask

<table>
<thead>
<tr>
<th>Start of Session</th>
<th>Taking Action</th>
<th>Assessment or End of Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>What mobility skills do I want to learn or do?</td>
<td>What can I do to learn what I don't know now about how my disability affects my movement?</td>
<td>What actions have I taken?</td>
</tr>
<tr>
<td>How do I do the mobility goal now? What parts of the mobility skill do I need to work on?</td>
<td>What could keep me from taking action?</td>
<td>What barriers have been removed?</td>
</tr>
<tr>
<td>What need change for me to learn the mobility skills or tasks that I don't know now?</td>
<td>What can I do to remove barriers?</td>
<td>What has changed about what I don't know or can't do?</td>
</tr>
<tr>
<td>What can I do to make my mobility goal happen?</td>
<td>When will I take action?</td>
<td>Do I know what I want to know or do?</td>
</tr>
</tbody>
</table>

Case Study - Fran

- 19 y/o
- 11th grade special education class
- Down’s Syndrome, with moderate cognitive disabilities
- Attended work training program
- English is her 2nd language
  - required re-phrasing of questions
  - PT wrote down the answers she communicated verbally
Fran – Explore My Interests

On this page, I will explore my interests.
What activities do I like to do?

- Helping my mother around the house
- Playing with my cousins and nephews
- Going to the mallhouse and even packaging center (premise)
- Doing my exercises on Friday
- Reading, math, and spelling

What activities do I want to be able to do?

- Go up the stairs more easily
- Keep up with my class when walking to mallhouses and even packaging center

Fran – Phase 1

After completing Phase 1, Fran’s teacher pulled her PT aside and informed him that “Whatever you did, it worked!”

Fran was very motivated all day.

In the meantime, Fran and her PT had not even created any action plan yet!

Another Plus!

Self-Determination

Motivation
Fran – Phases 2 & 3 (1 month later)

17 out of 19 students with severe disabilities showed increases in targeted behaviors such as job task performance, budgeting, personal hygiene and making transportation arrangements. (Agran et al, 2000)

Even the youngest students (ages 5-6) were able to set goals and use the SDLM to achieve their goals. (Palmer and Wehmeyer, 2003)
Some Research on Efficacy of SDLMI

- Adolescents gaining transition-related goals
  - Trained 21 teachers and 40 students
  - Students represented a variety of disability categories
  - Goals surrounded employment, adult living, community/social skills
  - Results showed increase in target behaviors and maintenance in post-training phase
  - Students achieved as teachers expected
  - SDLMI flexibility with different ages and students with a variety of support needs

(Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000)

Some Research on Efficacy of SDLMI

- College Students with Disabilities
  - Training modules (eight 90-minute sessions) incorporating the three-step SDLMI process for students with a variety of disabilities at VCU
  - Students had greater confidence in talking with professors about needed accommodations
  - Divided larger goals into smaller, more achievable parts.
  - Persistently worked on plans, used strengths, recognized and managed needs, and adjusted plans

(Finn, Getzel, & McManus, 2008)
Speak Up! Self Advocacy Worksheet

Adapted from: Who am I? by Palmer and Wehmeyer (2002). From A Parent’s guide to the self-determined learning model for elementary school students

- Self-reflection: describing myself
- Asking for help
- Asking a question

Speak Up! – Describing Myself

I can speak up to describe myself to others!

- My name is ______________________
- I am ______ years old.
- I live at ______________________
- I attend ______________________
- My favorite subject is ______________________
- My favorite activity is ______________________
- My best friend is ______________________
- My parents are ______________________
- My pets are ______________________

I can speak up to describe myself!

- I can describe my family.
- I can describe my friends.
- I can describe my school.
- I can describe my interests.
- I can describe my goals.

Speak Up! – Help/Questions

I can speak up to ask for help!

- What do you need help with today?
- Do you need help with your homework?
- Do you need help with your clothes?
- Do you need help with your meals?
- Do you need help with your transportation?

I can speak up to ask a question!

- What do you do at your job?
- What do you do at your school?
- What do you do at your home?
- What do you do on the weekends?
- What do you do for fun?
Case Study: Cristina

- 11 y/o
- 4th grader in a general ed dual language class
- no diagnosis (IEP disability classification: OHI)
- receives OT, PT, SETSS, APE and 1:1 paraprofessional

During the process of completing the worksheet, Cristina expressed that, in light of all the things that she can do for herself, she thinks she no longer needs a paraprofessional.

When her IEP meeting was conducted, her opinion was considered by the IEP team who proceeded to terminate her paraprofessional services.
Leading a Treatment Plan Meeting

School-Centered Meeting

Student-Centered Meeting

Student-Led Meeting

Example

- Lessons for Preparing a Student to Lead an IEP Meeting
  - Adapted from Jeanne E. Danneker's "Lessons for Preparing Elementary Students to Lead the IEP Meeting"
  - Can start from 9 years of age

Danneker and Bottge (2009). Benefits of and Barriers to Elementary Student-Led Individualized Education Programs. Remedial and Special Education. 30;4 pp. 225-233
Student-Led IEP Meeting

Lesson One: What is an IEP?

- Parent is the expert when it comes to understanding your child.
- Your child's needs are unique, and the IEP is tailored to fit their individual needs.
- You have a right to be involved in your child's education.

Who is your child?

The school lets these people come to your meeting. Your special education teacher may be your child's teacher. Your IEP team includes your parents and your other teachers.

The first step is to complete the IEP form. Next, you will be asked to complete the form and meet with your child's teacher. You may also be asked to complete a form and meet with your child's teacher.

You are invited to the IEP meeting. Please come to the

Date: _________________________
Time: _________________________
Location: _________________________

Thank you!

You can find more information on this page and the next.

Student-Led IEP Meeting

Lesson Two: Present Levels of Performance

How Is Your Child Doing?

What concerns do you have about your child's performance?

What other school activities does your child participate in?

For a star ✪, write in your favorite activity.

For a heart ☺, write in the area that you feel needs improvement.

Everybody is good at some things and not so good at others.

List the things you are good at.

List the things you need help with.

Parent Questionnaire

Student: _________________________

Teacher: _________________________

Date: _________________________

New Student: ________

Teacher says this is your first IEP meeting. Please answer the following questions.

1. What are your strengths?
2. What is important to you?
3. What do you like to do in your free time?
4. What do you need help with?
5. How do you like to be taught?

Other Things to Consider:

When you have questions or concerns about your child's IEP, please talk to your child's teacher and/or special education teacher.
I think my IEP has recorded my performance when I first came to P.S. 1. I do think at the beginning I had fine and gross motor problems in writing and walking. My mother has said I need help in fine and gross motor and I agree. I feel that I do have trouble manipulating small objects and balancing, but I feel I have made progress.

My first goal was in problem solving. I have gotten very far in it, for example earlier in the school year I was playing tag and I thought I was being cheated because my friends kept tagging me, we resolved the problem by not tagging the same people.

My fourth goal was to feed myself without spilling food. I have gotten very very far in that because when I finish eating there is barely a spot of food on my clothes.

My final goal is to sit down without throwing myself. I do not throw myself down on the floor as often but from time to time I still do. I still do from time to time because I am tired and don’t think before I do it. To improve I will think ‘what will be the consequences’ or ‘should I do this before I act.’
Patricia Leading Her IEP Meeting

Patricia prepared to lead her own Annual Review meeting which made her very excited. She seemed to feel very empowered by the idea of being in charge of something school-related in which there were no other students involved. Both of her parents were present at the meeting.

When Patricia stated that she would like to improve her ability to shoot a basketball, her father lit up and said he is good at basketball and he will help her with this. When Patricia shared her desire to learn how to enter an already turning jump rope, her mother smiled and said that she had been very good at jumping rope and could help her with that.

Progress Charts and Checklists

- Provides child the opportunity to develop
  - Self-awareness and Self-knowledge
  - Self-regulation
    - Self-observation
    - Self-evaluation
    - Self-reinforcement
Progress Chart

- Student charts own progress
- Ask the student:
  - Is there progress?
  - Are you on track towards achieving goal?
  - What is working? What is not?
  - What can help you achieve your goal?

Checklist

- Simpler way for child to track progress
- Limit questions to 3-5 items
- Therapist can chart the answers on a regular basis: e.g. weekly, monthly
- Ask the student:
  - Is there progress?
  - What is working? What is not?
  - What can help you achieve your goals?

FRAN'S CHECKLIST

Date: ____________

Walking to the pre-vocational training program:

- I got there at the same time as my classmates.
- I was not short of breath.

To get there, I stopped to rest this many times: ____

SD Materials: Summary

<table>
<thead>
<tr>
<th>Material</th>
<th>Elements of Self-Determination Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified SDLMI</td>
<td>Choice-making, Decision-making, Goal setting, Problem-solving, Self-regulation, Self-awareness, Perception of control, Self-efficacy</td>
</tr>
<tr>
<td>Speak Up!</td>
<td>Self-advocacy, Self-awareness, Self-regulation, Problem-solving</td>
</tr>
<tr>
<td>Lessons for Leading an IEP Meeting</td>
<td>Leadership, Perception of control, Goal setting, Self-advocacy, Self-awareness</td>
</tr>
<tr>
<td>Progress Charts/Checklists</td>
<td>Self-awareness, Self-regulation, Problem-solving, Self-efficacy</td>
</tr>
</tbody>
</table>
Online Resources

Modified SDLMI, Speak Up!, Lessons for Preparing a Student to Lead an IEP Meeting
- [http://schools.nyc.gov/Academics/SpecialEducation/programs/relatedServices/Independence+and+Self-Determination.htm](http://schools.nyc.gov/Academics/SpecialEducation/programs/relatedServices/Independence+and+Self-Determination.htm)

Self-Determination & SDLMI from the Beach Center
- [https://www.beachcenter.org/education_and_training/self-determination/default.aspx](https://www.beachcenter.org/education_and_training/self-determination/default.aspx)

Self-Determination Assessments from Zarrow Institute

Measuring Self-Determination

Can We Measure Self-Determination?
Self-Determination Measures

- AIR Self-Determination Assessment (free)
- The ARC self-Determination Scale (free)
- Chocikemaker Self-Determination Assessment
- Field and Hoffman Self-Determination Assessment (free)

http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html

AIR Self-Determination Scale

- Use:
  - Assess and develop student profile
  - Identify areas of strength and limitations
  - Identify IEP goals; Develop strategies
- 2 Areas, 5 Sections, 6 Questions per Section:
  - Capacity – knowledge, ability, perception
  - Opportunities – at school, at home
- 3 Forms:
  - Student (4 Sections)
  - Educator (5 Sections)
  - Parent (3 Sections)
- It's Free! http://education.ou.edu/zarrow/?p=38&z=3
### Concerns and Challenges (❓)

- **School staff**
- **Parents**
- **Time**
<table>
<thead>
<tr>
<th>Group Activity</th>
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</thead>
<tbody>
<tr>
<td><strong>Task Table:</strong></td>
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<tr>
<td><strong>Self-determination element and youth needs to develop:</strong></td>
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<tr>
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<tr>
<td><strong>What character is appropriaate?</strong></td>
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<td><strong>What criteria guide the implementation?</strong></td>
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<tr>
<td><strong>How will the project be operational?</strong> You will be incorporated for your IT in implementation.</td>
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<tr>
<td><strong>Issues in implementing area of materials</strong></td>
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<tr>
<td><strong>Map for specific elements:</strong></td>
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