

Self-Determination



....become the primary causal agent for one's life
without undue external influences....

Wehmeyer & Berkobien (1990)

T. Holub (1995)



What is Self-Determination?

Social
Inclusion

Aspirations

Valuable Work
& Contextual
Experiences

Autonomy

Support
Networks

Self-
Awareness



Goals & Objectives

PRIMARY GOAL

By the end of our conversation, I hope that you see self-determination as a critical construct

SUPPORTING OBJECTIVES

That autonomy is critical to personhood. That everyone matters.

Even small steps matter!

SUCCESS CRITERIA

That there is a “take-away”. A way that you act upon or embrace the topic.



We're making progress

- Drs. Michael Wehmeyer, James Martin, Dennis Mithaug, Janis Chadsey, Michael Ward and many others are also pioneering this message.
- My curriculum is being used in school districts across the country.
- My work with states and families (Illinois, Texas and Wisconsin) and in private family consultation has promoted the construct at many levels.

Learning Outcomes and Indicators Pertaining to Self-Determination from The National Center on Educational Outcomes; Educational Outcomes for Youth with Disabilities

Responsibility And Independence	1. Students can access community services. 2. Students can prioritize goals and progress towards them. 3. Students advocate for themselves.
Contribution And Citizenship	4. Students volunteer and/or participate in school, civic and community functions of their choice.
Personal and Social Adjustment	5. Students have friends and/or are a part of a social network. 6. Students demonstrate skills in interaction and making decisions in social interactions.



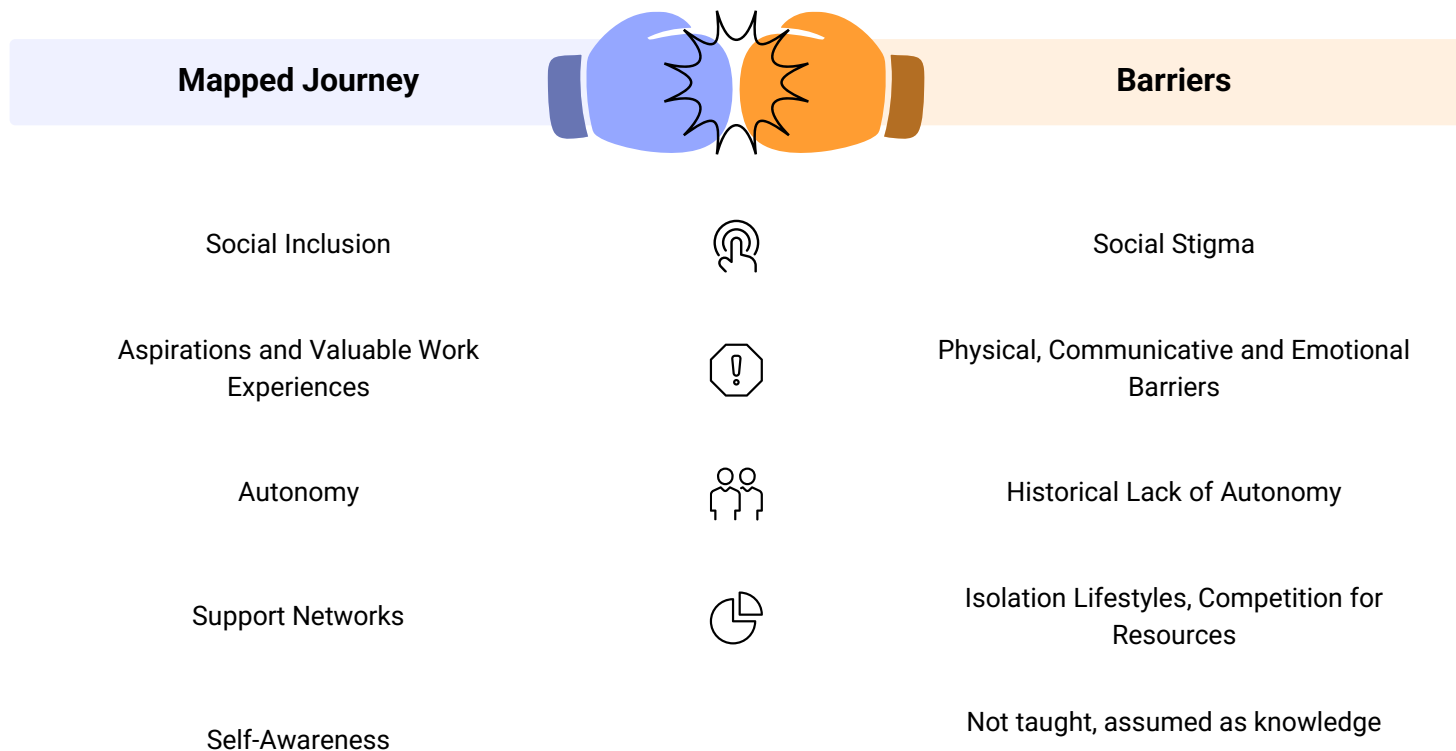
Opportunity Analysis

Where is the potential for improvement or growth?

OPPORTUNITIES	GAPS	AREAS FOR OPTIMIZATION
The Way Schools Think	Educate around SD	Class, Case Manage
Government Values	Educate, Grow, Highlight	Supportive Law
Familiy Process	Automony and Oppportunity	Allow Growth

Self-Determination & Potential Barriers

Sit may not always be easy.....



Self-Determination Research and Method

1. Study Design

Identified problems for students with disability outcomes and crafted a qualitative approach to understand impact and gather insights.

2. Student Selection

300 students were selected across three sites and three states engaging rural and urban youth.

3. Data Collection

Ethnographic data collected via interviews over the course of 18 months.

4. Analysis

Data coded leveraging demographic factors to include but not be limited to; type of disability, gender, cultural impacts, socioeconomic factors and region.



Skills for Success: What I Learned

We Do

- Computational & Scientific
- Literacy & Language
- Limited Life Skills (hygiene, nutrition, well-being)
- Social Skill Integration

We Need

- Knowledge of Self
- Awareness & Aspirations
- Recognize, Interpret, Operationalize Opportunities
- Persevere
- Become Effectively Interdependent



Components For Professionals and Family Engagement Partners

- Decision Making-*support and allow*
- Encourage Independent Living- *safe risk-taking*
- Problem Solving-*allow failure, don't do for the learner*
- Goal Setting & Attainment Skills
 - Choice-Making Skills-*start small and safe*
 - Self-Observation-*remind the learner to reflect*
 - Self-Evaluation-*the learner says aloud "how did I do"*
 - Reinforcement Skills-*encourage and praise*
 - Self-Instruction Skills-*personalized strategies*

Self-Determination as a Renewable Attribute: A brief overview

---Each act is individually designed to meet actual needs as posited by student. (t. holub)

	Setting the Goal	Creating An Action Plan	Modifying for Success
Self-Awareness	Student will learn and reflect about Self	Student will participate in 12 Ways of Knowing process	More Self-assessment will be done as needed
Aspirations Planning	Student will use Self-data to complete Transition Baseline	Student will follow steps: dream, compare to data, adjust	Students will focus upon barriers or will modify the pathway
Support Networks	Student will identify all supports needed for success	Student will focus upon current supports and those to seek out	Students will fill the gaps between current and needed support

Cont...

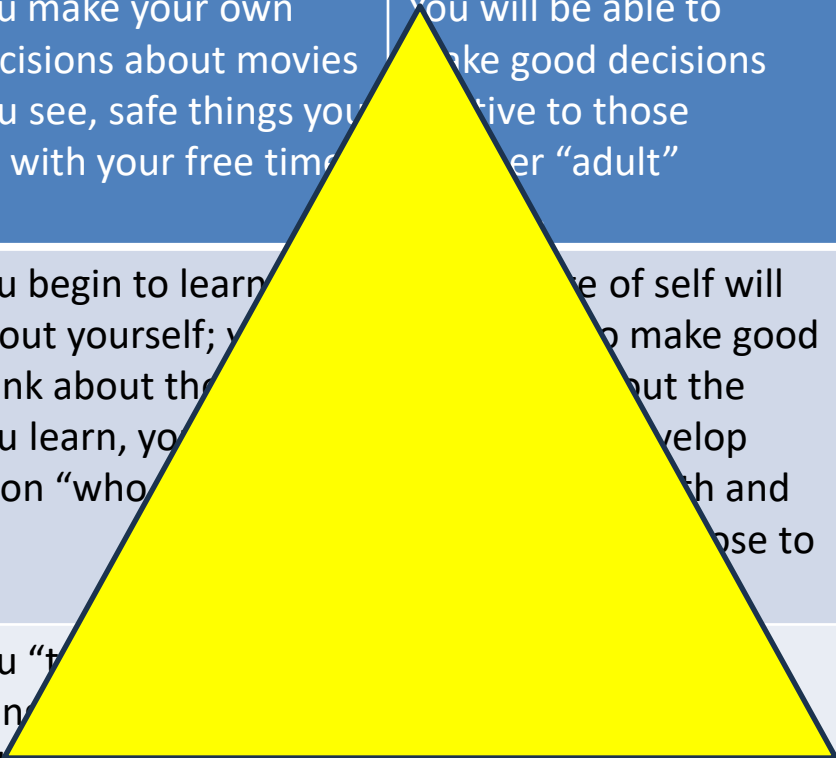
Self-Determination Strategies Cont...

Social Inclusion	Student will feel included with peers in social situations	Student will work with adults to connect to sub groups	Student will evaluate feelings of social adjustment since intervention
Autonomy	Student will become autonomous for an action	Student will select area of autonomy to pursue	Student will evaluate strengths and areas of limitation to autonomous move
Natural Experiences	Student will learn in natural settings	Student will work with staff to have contextual learning experiences	Student will evaluate this learning style as compared to traditional styles

Self-Determination as an Emerging Competency: T. Holub

Characteristics of Self-Determination

	<u>DO THIS NOW</u>	<u>IN THE FUTURE</u>	<u>TOTAL EFFECT</u>
Autonomy	You make your own decisions about movies you see, safe things you do with your free time	You will be able to make good decisions relative to those of other “adult”	Your autonomy will allow you to feel like you run your own life and to become self-confident.
Self-Awareness	You begin to learn about yourself; you think about the things you learn, you develop upon “who you are”	You will have a sense of self will be able to make good decisions about the things you develop upon with and those to	Your overall life satisfaction will be greater because the life you live and the things you do will be reflective of your interests and of your personality.
Social Inclusion	You “fit in” with new people as well as familiar friends and family.	best for you. You will not find yourself negatively influenced by others.	You will feel like and active and contributing member of a community and will have high self-esteem.



Self-Determination as an Emerging Competency: T. Holub

Characteristics of Self-Determination, cont...

	<u>DO THIS NOW</u>	<u>IN THE FUTURE</u>	<u>TOTAL EFFECT</u>
Natural Work Experiences	You job shadow and visit work places. You decide what you like and dislike about the situations.	You will have context-based knowledge of jobs and how they will fit into the occupational cluster.	You will most likely not have to change jobs over and over to find one that you like and that is rewarding to you.
Aspirations	You think about your future realistically. You remember to interact with guidance counselors and great, but you will live your life as you see fit.	You will know yourself and your own strengths and weaknesses. You will be able to identify activities and interests that you can claim as your own.	Your goal will be one you can feel proud of and can claim as your own.
Support Networks	You listen carefully to people who offer to help you. You remember the ways to solve certain problems.	You will recall similar problems to the ones you encounter. You will problem solve on your own and seek support when needed.	You can become more independent and are more likely to become self-sufficient.



Who Really Cares?

- The Department of Education: National Center on Educational Outcomes
- The Department of Labor
- Individual State and Local Accountability
- ***Parents and Self-Determined Students***

Breaking Down Long-Term Goals

Name: _____

Date: _____

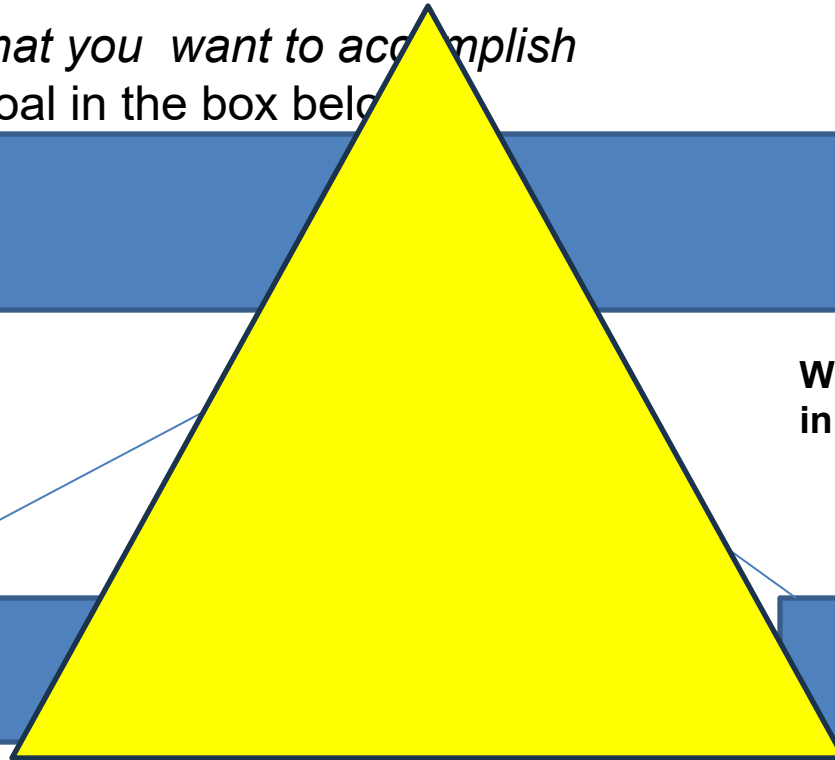
Long-Term Goal – *What you want to accomplish*

Write your long-term goal in the box below



Short-Term Goals –
*Smaller goals leading
to your long-term goal
you can start working
on this week.*

Write your short-term goals
in the boxes below.



Is the short-term goal a smaller goal that will lead to your long-term goal? Yes No
Is the short-term goal one that you can work on this week? Yes No

Sequence:

Do your short-term goals need to be completed in a certain sequence? If yes, number them in that sequence below the boxes.

SELF-DETERMINATION SURVEY

Practices Found in Special Education

Please Respond to the following statements using the scale provided.

Not often at all Somewhat often Often Very often

Choose one response for each question.

1.	I invite students to annual IEP meetings.	1	2	3	4
2.	I discuss the future, relating to adult issues, with my students.	1	2	3	4
3.	I encourage students to choose project themes and formats for assignments.	1	2	3	4
4.	I discuss their disabilities with my kids.	1	2	3	4
5.	Students are encouraged to talk about their disabilities.	1	2	3	4
6.	I teach my students where to go for services to meet their various needs.	1	2	3	4
7.	I expect students to come to me when they need help.	1	2	3	4
8.	The students I work with are included in most school social activities.	1	2	3	4
9.	I relate my class content to real life situations.	1	2	3	4
10.	I allow kids to fail if they choose to do so.	1	2	3	4

SELF-DETERMINATION SURVEY

cont...

Comments: _____

Background Information

Name (optional): _____ School: _____

School Address: _____

Grade Level: _____ Phone: (____) _____

Number of students served: _____ Number of years teaching: _____

Program Type: ☐ LD ☐ ED ☐ CD ☐ S/L ☐ PD

Program Format: ☐ Self-contained ☐ Mainstreamed
☐ Combination ☐ Fully Inclusive

☐ Please send me materials and information on self-determination!

Table 1. Average Response Rating By Item

<u>Item/#</u>	<u>Summary Narrative</u>	<u>Number of Respondents</u>	<u>Average Response Self-Rating</u>
1	Inviting student to IEP meetings	100-300	2.5
2	Discussing Futures	100-300	3.1
3	Students select projects	100-300	2.1
4	Discuss disabilities with students	100-300	2.7
5	Encourage students to talk about disability	100-300	2.7
6	Teach about support networks	100-300	3.5
7	Expect students to seek help as needed	100-300	3.0
8	Expect social inclusion	100-300	2.9
9	Relate class content to real world	100-300	3.3
10	Allow kids to choose to fail	100-300	2.6

SELF-AWARENESS

Personality Awareness

Academic Skill
Awareness

Learning
Style

Things, People, Places I Like/Dislike

My Values

Awareness of Relationships

Barriers In My Life

The Lifestyle I Want...

Interests I Have

Peer Relationships

Social and Emotional Strengths
& Areas of Limitation

Things I Know I Do Very Well

TRANSITION BASELINE

1. Intended Post High School Outcomes

3. Interventions

2. Who Am I Now--



MATTERING....

**We all
matter!**



Thank You!

**Be in touch:
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