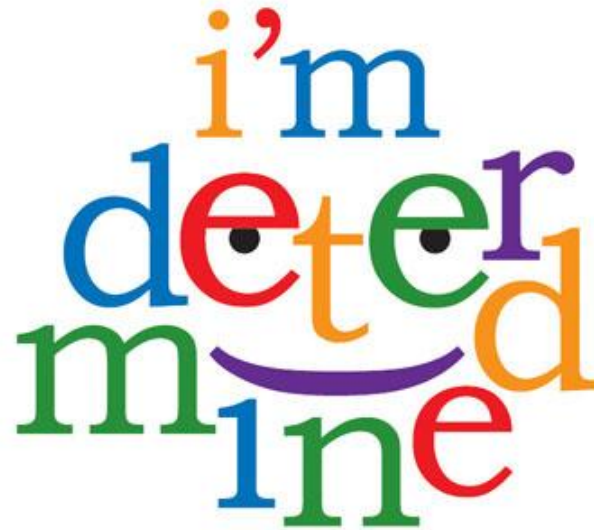


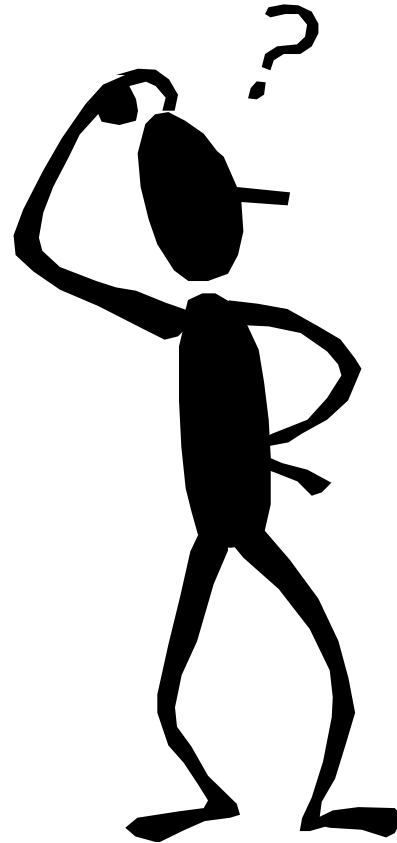
Self-Determination



John McNaught
State Project Director
VDOE T/TAC at James Madison University
mcnaugjt@jmu.edu

i'm
deter
mine

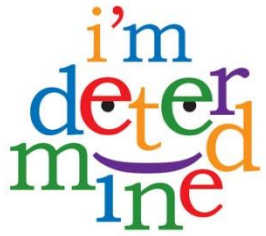
Who Do You See?



i'm
deter
mine

Who Do You See?





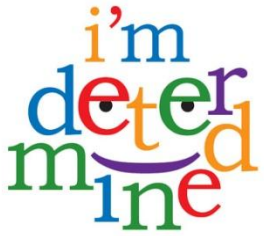
Question...

Which is the greater influence on students' intention to stay in school?

- Academic performance

OR

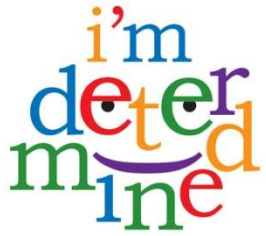
- Students' perceived competence and self-determined motivation



Why???

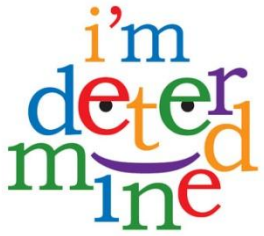
Why is a students' perceived competence and self-determined motivation the greater influence to stay in school?





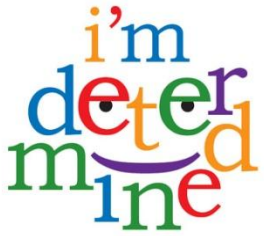
Statistics

In the U.S. every school year approximately 1.3 million students- that's 7000 every school day, do not graduate from high school as scheduled



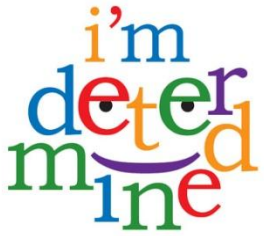
Statistics

Grades 3, 6, and 9 seem to be the most critical grades for potential dropout identification and need for immediate action.



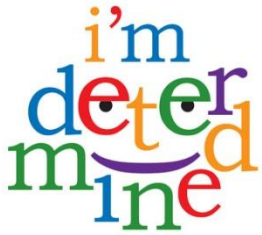
Statistics

Throughout the school years, most potential dropouts need help in making wise choices, controlling their behavior in purposeful ways, and in managing workloads.



Statistics

Having at least one ADULT CONFIDANT who is ACCESSIBLE both in and out of school is important to many of these students.



IEP meetings...

Number of students attending their own IEP meeting (almost always/most of the time)

- Elementary –
 - Student reporting- 3%-27%
 - Educator reporting- 0%-15%
 - Parent reporting- 20%-45%

- Middle-
 - Student reporting- 10%-28%
 - Educator reporting- 0%-60%
 - Parent reporting- 17%-40%

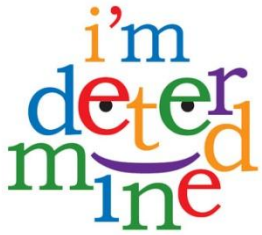
- High-
 - Student reporting- 50%-80%
 - Educator reporting- 3%-95%
 - Parent reporting- 45%-70%

Number of students participating in their own IEP meeting (almost always/most of the time)

- Elementary –
 - Not part of survey

- Middle-
 - Student reporting- 7%-36%
 - Educator reporting- 0%-35%
 - Parent reporting- 20%-27%

- High-
 - Student reporting- 20%-70%
 - Educator reporting- 5%-92%
 - Parent reporting- 35%-70%



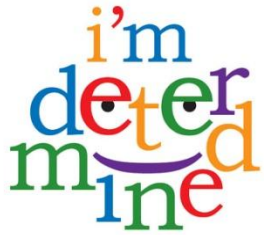
Self-Realization...

Child knows what he/she likes and enjoys (always)

- Elementary –
 - Student reporting- 40%-60%
 - Educator reporting- 12%-43%
 - Parent reporting- 70%-100%
- Middle-
 - Student reporting- 20%-82%
 - Educator reporting- 24%-68%
 - Parent reporting- 60%-85%
- High-
 - Student reporting- 65%-85%
 - Educator reporting- 37%-72%
 - Parent reporting- 60%-78%

Child tells others what he/she likes/enjoys (always)

- Elementary –
 - Student reporting- 26%-40%
 - Educator reporting- 12%-52%
 - Parent reporting- 45%-63%
- Middle-
 - Student reporting- 30%-40%
 - Educator reporting- 18%-61%
 - Parent reporting- 50%-63%
- High-
 - Student reporting- 40%-62%
 - Educator reporting- 34%-60%
 - Parent reporting- 40%-57%



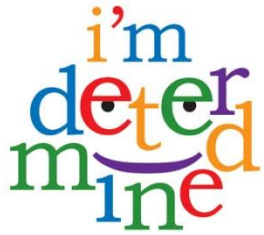
Self-Advocacy...

Child can describe his/her disability (always)

- Elementary –
Not part of survey
- Middle-
 - Student reporting- 10%-30%
 - Educator reporting- 0%-12%
 - Parent reporting- 20%-50%
- High-
 - Student reporting- 20%-50%
 - Educator reporting- 10%-40%
 - Parent reporting- 30%-37%

Child helps to make choices about supports/accommodations (always)

- Elementary –
Not part of survey
- Middle-
 - Student reporting- 10%-32%
 - Educator reporting- 0%-32%
 - Parent reporting- 12%-50%
- High-
 - Student reporting- 12%-32%
 - Educator reporting- 18%-46%
 - Parent reporting- 22%-57%



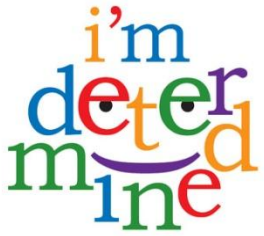
Psychological Empowerment...

Child makes friends (always)

- Elementary –
 - Student reporting- 42%-55%
 - Educator reporting- 37%-60%
 - Parent reporting- 55%-75%
- Middle-
 - Student reporting- 40%-67%
 - Educator reporting- 27%-60%
 - Parent reporting- 50%-78%
- High-
 - Student reporting- 43%-66%
 - Educator reporting- 48%-62%
 - Parent reporting- 50%-75%

Child makes good choices (always)

- Elementary –
 - Student reporting- 27%-47%
 - Educator reporting- 20%-35%
 - Parent reporting- 18%-55%
- Middle-
 - Student reporting- 10%-35%
 - Educator reporting- 0%-60%
 - Parent reporting- 20%-57%
- High-
 - Student reporting- 27%-40%
 - Educator reporting- 18%-50%
 - Parent reporting- 21%-45%



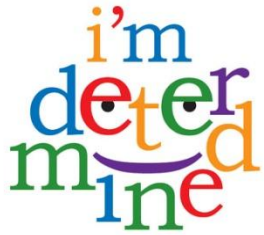
Understanding of Rights...

Can name at least 1 right under IDEA or ADA

- Elementary –
Not part of survey
- Middle & High

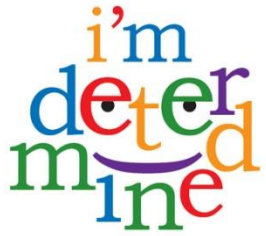
3%

- (480 total middle and high school student surveys)



What We Learned....

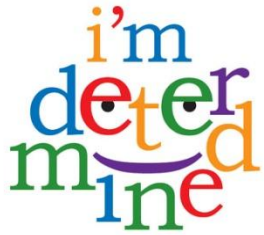
- ✓ Students are not attending their IEP meetings
- ✓ When students are attending, they are not always participating
- ✓ Students are not helping to make choices about accommodations, needs and likes
- ✓ Students are not able to describe their disability
- ✓ Students don't know their rights
- ✓ Teachers often aren't aware



Helping All Students

School approaches to encouraging self-determination skills can promote interventions that will help reduce their dropout rates and thus positively effect the lives of individuals, their families and our communities.

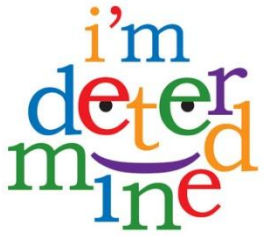




Proactive Prevention

School Completion vs. Dropout Prevention

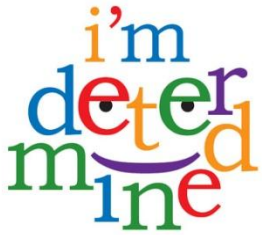
- We want students to feel motivated and competent for the challenges of the school environment and adult life.
- We want our focus to be on supporting students in completing school not preventing them from dropping out of school.



Elements that Promote School Completion

-
- **Principle:** Engage students in the educational process
 - **Schools that encourage incorporate these interventions:**
 - Take a proactive stance by teaching students the skills they need for academic success
 - Facilitate the creation of meaningful relationships
 - Manage the school environment in ways that enhance the student-school fit

(Christenson, Sinclair, Lehr, & Godber, 2001)

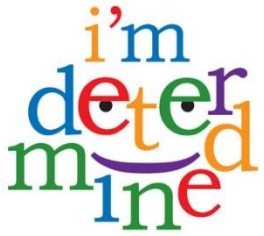


Elements of Successful Dropout Prevention Programs:

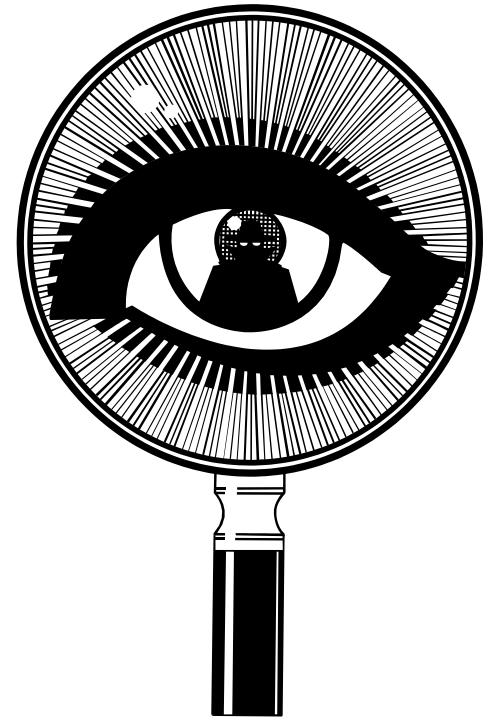
-
- **Principle:** Engage students in the educational process
 - **Students in these programs:**
 - Experience academic success
 - Perceive adults in school as people who care about them
 - Receive support to manage immediate personal concerns
 - Connect what they do in school to important personal goals

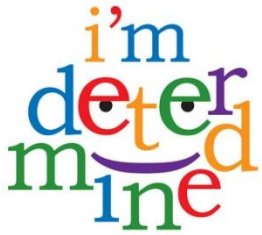
(McPartland, 1994)

Promoting school completion through Evidence-based Practices



- Self-Determination
- Positive Behavioral Interventions & Supports





Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Intensive, Individual Interventions

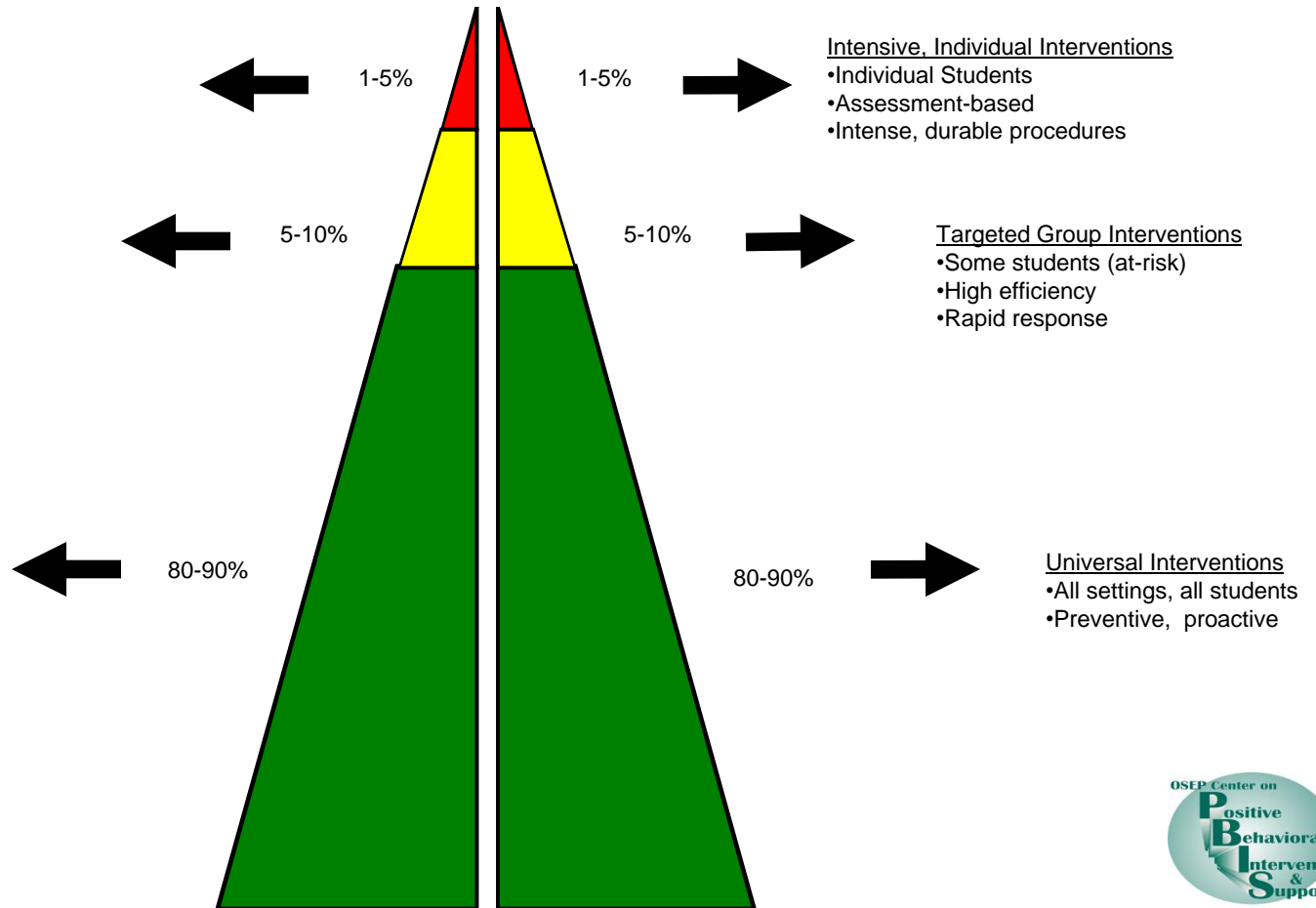
- Individual Students
- Assessment-based
- Intense, durable procedures

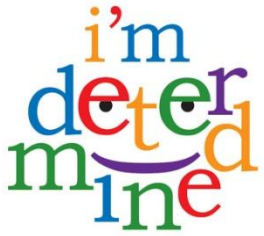
Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



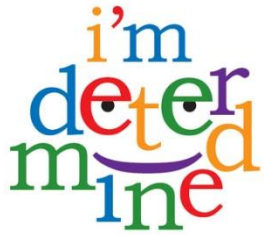


What is Self-Determination?

Acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference.

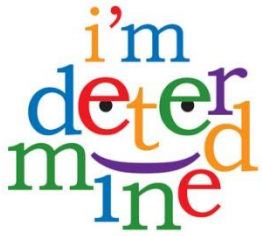
- Wehmeyer, 1996





What is Self-Determination?

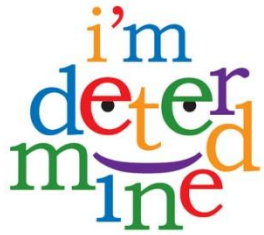
-
- Knowing & believing in yourself
 - Knowing what you want your future to be like and how to make plans to achieve this future.
 - Knowing the supports that you need to take control of your life.



Self-Determination & School Completion

Young people... who often experience low rates of school completion and adult success, also tend to experience lower levels of self-determination than their peers.

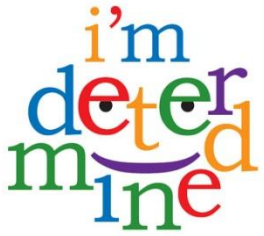
(Wehmeyer & Kelchner, 1996; Wehmeyer & Metzler, 1996).



Self-Determination and Adult Outcomes

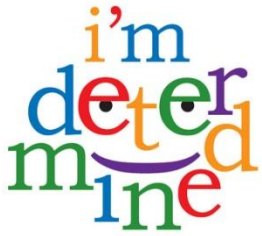
Young people...who have higher levels of self-determination are more likely to obtain postschool employment and experience success in their adult lives.

(Gerber, Ginsberg, & Reiff, 1992; Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1997; 1998)



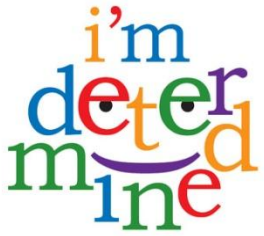
PBIS

-
- Is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.
 - Improves student academic and behavior outcomes to ensure all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible.



Principles

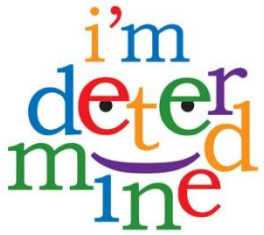
- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage prosocial skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously



Outcomes

Schools that establish systems with the capacity to implement SWPBS with integrity and durability have teaching and learning environments that are :

- Less reactive, aversive, dangerous, and exclusionary, and
- More engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance, tardies, antisocial behavior),
- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health), and
- Most importantly, maximize academic engagement and achievement for all students



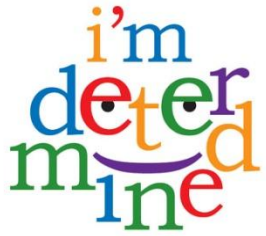
Principles translated to practices for schoolwide support for ALL students

Practices

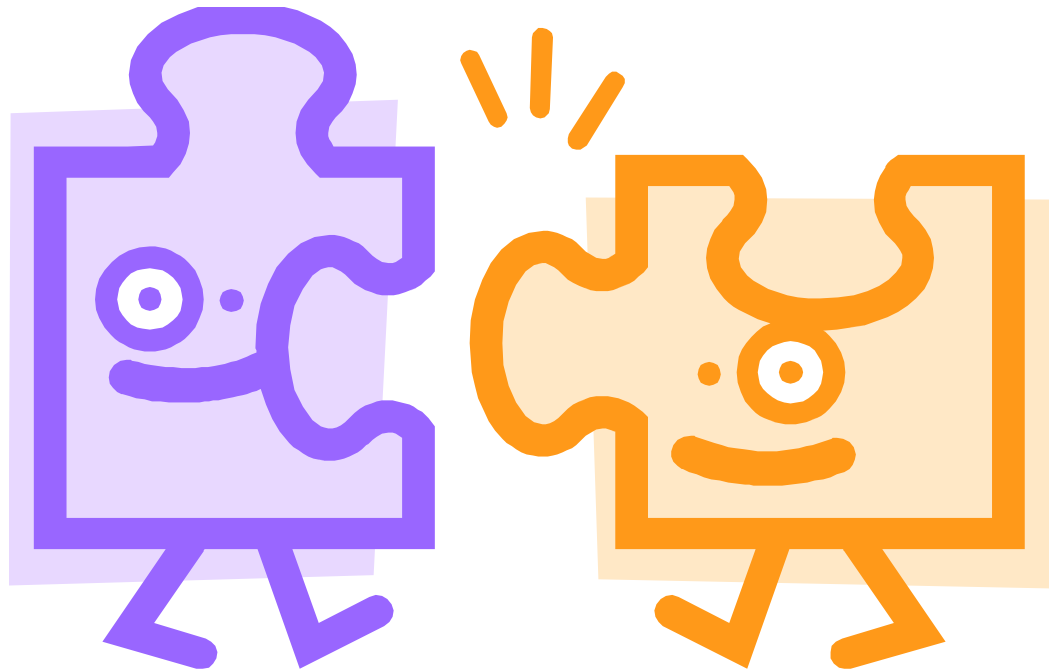
- Define expectations
- Teach expectations
- Monitor expected behavior
- Acknowledge expected behavior
- Correct errors in behavior (continuum of consequences)
- Use data for decision-making

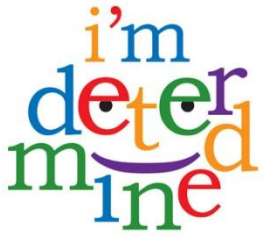
Systems

- Administrative leadership
- Team-based implementation
- Defined commitment
- Allocation of resources
- Budgeted support
- Development of decision-driven information system
- Positive communication and relationships



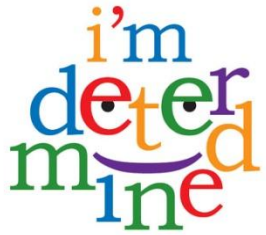
How Do PBIS and SD work together?





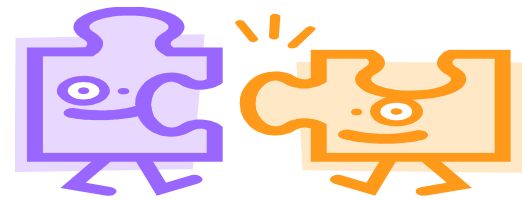
Core Values

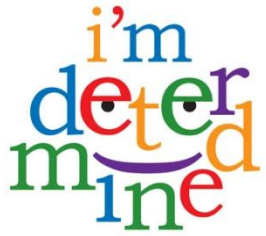
-
- Humanistic Approach
 - Focus on:
 - Improving quality of life
 - Inclusion in the community



Shared Vision and Outcomes

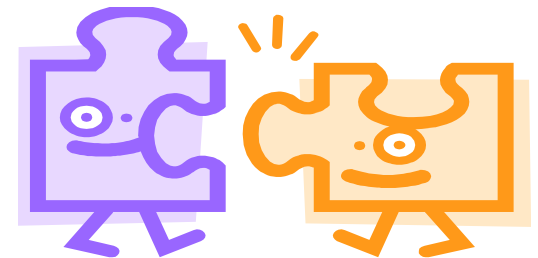
- Take a proactive stance by teaching students the skills they need for academic success
- Facilitate the creation of meaningful relationships
- Manage the school environment in ways that enhance the student-school fit

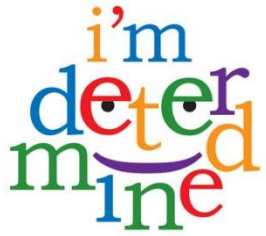




Shared Vision and Outcomes

- Experience academic success
- Perceive adults in school as people who care about them
- Receive support to manage immediate personal concerns
- Connect what they do in school to important personal goals

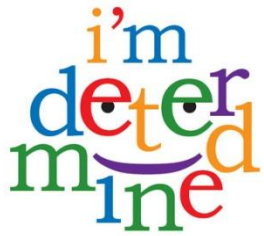




Think of one child's future...

What are some of the factors that influence student's social/emotional competence long term?

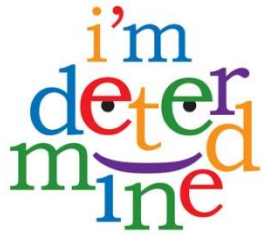




Core Components

(combination of skills, knowledge & beliefs)

- Choice-making
- Decision-making
- Problem-solving
- Goal-setting & attainment
- Internal locus of control
- Positive attributes of efficacy and outcomes expectancy
- Self-Observation
- Self-Evaluation
- Self-Reinforcement
- Self-Instruction
- Self-Advocacy & Leadership
- Self-Awareness
- Self-Knowledge



Key Reasons...



Proactive rather than reactive



Learned Helplessness

The FRAME Routine

Key Topic
**Ways to encourage
self-determination**

is about...

what teachers, parents and others can do to assist students in knowing who they are, what they want and the supports they need to achieve their goals.

Main idea

Provide direct instruction

Main idea

Model

Main idea

Seek opportunities to
practice

Essential details

**Meaningful &
Memorable**

Essential details

**Adults &
other students**

Essential details

**School, Home &
Community**

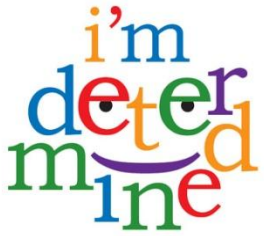
**Built into general
curriculum**

Do as we teach

**Practice, fail/succeed,
learn, practice**

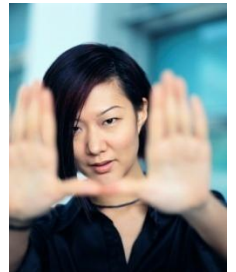
So What? (What's important to understand about this?)

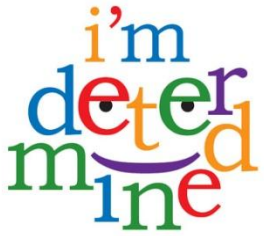
**As a teacher I have to understand, model and practice
self-determination skills in order to help students lead self-determined
lives.**



Fostering the Development of Self-Determination Skills

- Use a person-centered approach to planning for the immediate and long-term future.
 - Promote inclusion in the community
 - ✓ Foster relationships
 - ✓ Respect the individual and their value in society
 - ✓ Help students make wise choices

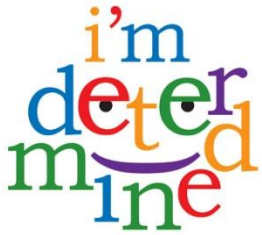




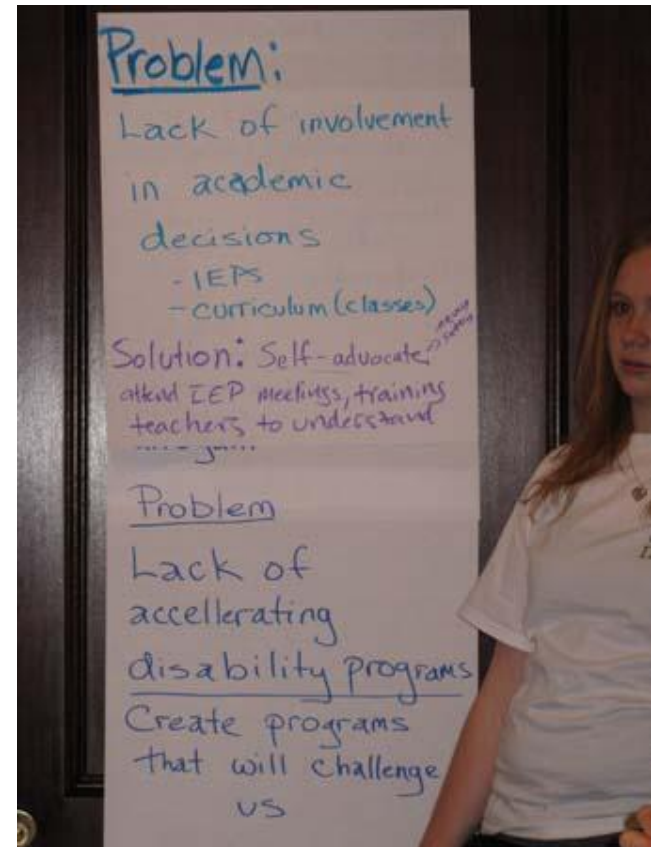
5 Interventions/strategies to help develop Self- Determination

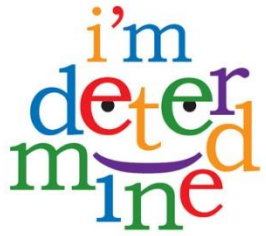
- 1 Pagers
- Good Day Plan
- Student led conferences/IEPS
- Lesson Plans based on core components
- Goal Setting & Attainment

Self-Determination Youth Summit



- Develop an understanding and comfort level of one's own disability label and the disability labels of others by addressing myths and stereotypes
- Develop leadership and problem-solving skills that can lead to becoming more self-determined
- Create a network of youth leaders to advocate for disability and youth issues
- Build involvement in other youth leadership groups, activities, and conferences
- Identify specific issues that can be addressed within a year's time and request assistance from community partners
- Understand how even small successes are important

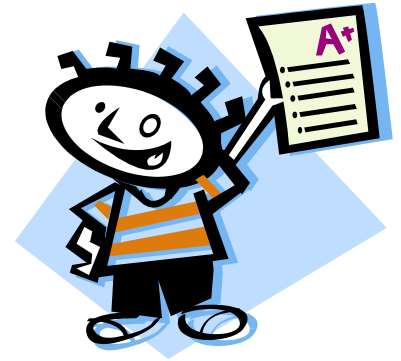


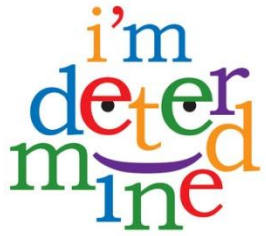


Closing thoughts...

Our students have to have the confidence to meet their destiny.

--Henry Winkler (CEC conference, 2008)





Additional Information



www.imdetermined.org