

Strategies and Materials for Implementing a Self- Determination Focus in Transition Programming

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Agenda

- ▶ **Assessing knowledge, skills and beliefs for self-determination**
- ▶ **Strategies to promote self-determination**
 - ▶ Cornerstone Strategies
 - ▶ Direct Instruction
 - ▶ Academic Coaching
- ▶ **Information about specific materials is provided on the attached Resource Information sheet.**



Assessment for Self-Determination

- ▶ Assessment process provides a vehicle to model, encourage and support student and family self-determination.
 - ▶ Just as in any other area of education, assessment in self-determination is needed to design and assess instruction.
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Encouraging self-determination through the assessment process

- ▶ Students and parents can
 - ✓ Help determine questions to be answered through assessment,
 - ✓ Assist in data gathering,
 - ✓ Be involved in interpreting assessment results, and
 - ✓ Use data to make good decisions.
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Assessing characteristics related to self-determination

Appropriate assessment uses

- ▶ a variety of assessment methods
- ▶ behavioral assessment as one of the key assessment methods
- ▶ a collaborative approach to data collection and decision-making.

Source: Sitlington, P.L., Neubert, D., Begun, W., Lombard, R. & LeConte, P. (1996).
Assess for success. Reston, VA: The Council for Exceptional Children.



Assessing characteristics related to self-determination

Potential data sources

- ▶ Analysis of background information.
- ▶ Interviews
- ▶ Behavioral observation
- ▶ Curriculum-based assessment techniques
- ▶ Standardized instruments



AIR Approach

- ▶ Capacity (knowledge and skills)
 - ▶ Opportunity (school and home)
 - ▶ 3 versions (Parent, teacher, educator)
 - ▶ The *AIR Self-Determination Scale* is available from the Oklahoma University Zarrow web site.
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Self-determination Student Assessment Battery

- ▶ Measures self-determination beliefs and behaviors based on the Field and Hoffman self-determination model
 - ▶ Knowledge is also measured if used in conjunction with the Self-determination Knowledge Scale available from ProEd Inc.
 - ▶ Assesses student characteristics from the perspectives of the student, teacher and parent
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- ▶

Self-determination Student Assessment Battery

- ▶ Includes 3 web-based instruments:
 - Teacher Perception Scale
 - Parent Perception Scale
 - Self-determination Student Scale
- ▶ Available from Ealy Education Group,
www.ealyeducation.com



Arc Self-Determination Scale

- 72 items divided into 4 sections
 - ▶ Autonomy
 - ▶ Self-Regulation
 - ▶ Psychological Empowerment
 - ▶ Self-Realization
- ▶ Available from Dr. Mike Wehmeyer at the University of Kansas or from the Oklahoma University Zarrow Center website.



Cornerstone Strategies

Source: Parker, D., Field, S. & Hoffman, A. (2012). *Self-determination strategies for adolescents in transition: Learning from case studies*. Austin, TX.: ProEd.

1. Teachers become co-learners with students in the self-determination process.
 2. Make self-determined role models available to students.
 3. Use cooperative learning to enhance the development of positive relationship skills and contribute to self-determination instruction.
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Cornerstone Strategies

4. Provide experiential learning to generalize self-determination skills to real settings and to develop an increased sense of self-efficacy and self-determination.
 5. Use inclusive or integrated grouping for self-determination instruction. Students will learn more about themselves and others in diverse groups.
 6. Include students' families and friends as participants in self-determination instruction to provide students with additional support for self-determination and address family systems issues that affect self-determination.
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Cornerstone Strategies

7. Listen actively to hear what students are trying to express.

8. Use team teaching to enhance self-determination instructional efforts and give students more diverse perspectives about experiences related to self-determination.

9. Use humor appropriately to engage students and to help them develop coping skills.

10. Use naturally occurring opportunities, or teachable moments, should be used to strengthen self-determination skills instruction.



Direct Instruction

- ▶ Listing of self-determination instructional materials available from the University of North Carolina-Charlotte Self-determination Synthesis Project (www.uncc.edu/SDSP)
 - ▶ Includes materials targeted at general self-determination skills development (e.g., *Steps to Self-determination*, *Putting Feet on My Dreams*) and materials used to teach self-determination through IEP involvement (e.g., *ChoiceMaker*, *Student-led IEP's*)
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Direct Instruction: Instructional Materials to Teach Self-determination Skills

- ▶ For data on effectiveness of self-determination instructional packages, see Algozzine, Browder, Karvonen, Text & Wood (2001). Effects of intervention to promote self-determination for individuals with disabilities. *Review of Educational Research*, 71, 219-277.
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Example of Self-Determination Curriculum: Steps to Self-Determination

- ▶ Actively setting and working toward goals is a major focus of the *Steps* curriculum.
 - ▶ Developed for secondary program level
 - ▶ Flexible scheduling
 - as part of a regular class
 - as an extra-curricular activity
 - counseling groups
 - advisory or homerooms
 - ▶ Includes an orientation session, one six hour workshop and 16 one hour class sessions
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Steps to Self-Determination: Cornerstones

- ▶ Teachers are co-learners.
 - ▶ Modeling
 - ▶ Cooperative learning
 - ▶ Experiential learning
 - ▶ Inclusive or integrated environments
 - ▶ Support from family and friends
 - ▶ Extensive use of listening
 - ▶ Interdisciplinary team teaching
 - ▶ Appropriate use of humor
 - ▶ Capitalize on teachable moments
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Academic Coaching

- ▶ Coaching uses an inquiry approach to enhance an individual's ability to clarify, plan for, and take action to achieve personal goals.
 - ▶ Coaches are trained to ask clients questions that promote their reflection and ability to develop realistic plans. In general, they believe that clients are “creative, resourceful, and whole.”

- Whitworth, Kimsey-House, Kimsey-House, & Sandahl (2007)
 - ▶ Coaches hold clients accountable for acting on their plans and learning more in the process about factors that support or restrict their goal attainment efforts.

- Quinn, Ratey, & Maitland (2004)
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Academic Coaching Research

- ▶ Studies by Wayne State University team found that coaching helped students with ADHD in college settings increase their executive functioning skills, including self-regulation and their well-being.

(Field, Parker, Sawilowsky & Rolands, 2013; Parker, Field, Sawilowsky & Rolands, 2012 and Parker, Field Hoffman, Sawilowsky & Rolands, 2011)



ADD College Coaching Research

- ▶ In a study of 54 undergraduates with ADHD and/or LD, coaching was found to enhance students' self-determined approaches to goal attainment.
- ▶ A purposive sample of 7 of these students reported that, in contrast to traditional campus services, coaching primarily focused on supporting their emerging autonomy, helped them develop and manage their executive function skills, and promoted their self-efficacy and confidence about future success.

- Parker & Boutelle (2009)



ADD College Coaching Research (con't.)

- ▶ 8-week program in which graduate students were trained to provide coaching services to university undergraduates with ADHD. A case study about one of the participants illustrated gains made in studying, planning and prioritizing, time management, and other areas requiring self-regulation.

- Swartz, Prevatt, & Proctor (2005)

- ▶ Control group design used with peer coaching program that helped postsecondary students with ADHD and/or LD achieve significant improvements in the areas of time management, anxiety, motivation, and test preparation.

- Zwart & Kallemeyn (2001)

