

Self-Determination



ASPIRE and Self-Determined Learning Model of Instruction

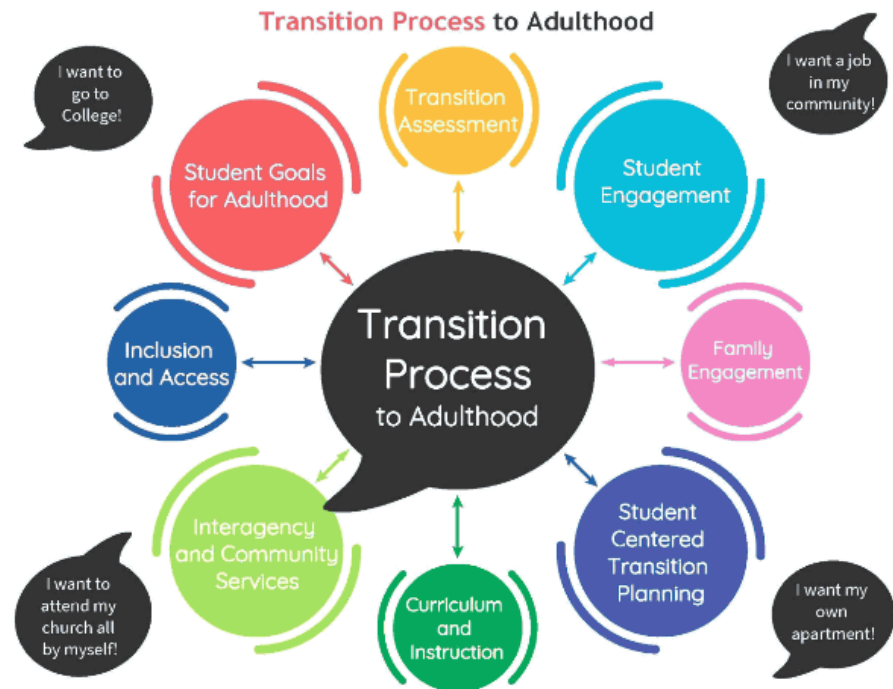
Transition Website

Icons at the top are hyperlinks to the three sections:

- Best Practices
- Self-Determination
- Compliance

Anything found outside of these sections may not be the most current information.

Transition



Excerpts from: Morningstar, M. & Clavenna-Beane, B. (2018). Your Complete Guide to Transition Planning and Services. Baltimore, Maryland: Paul H. Brookes.

DEFINITION

- **Self-Determination is...**
 - ...a dispositional characteristic manifested as acting as the **causal agent** in one's life.
- **Self-determined people...**
 - ...act in service to freely chosen goals (i.e., causal agents).
- **People who are causal agents...**
 - ...make, or cause, things to happen in their lives. They are “goal chasers.”

Self-Determination Skills

- Self-regulation
 - Self-advocacy
 - Self awareness
 - Self-efficacy
-
- Choice-making
 - Decision-making
 - Problem-solving
 - Goal setting and attainment



Why?

The moment Patrick and Spongebob realize that they live underwater but can't swim!



ASPIRE

What's In A Name?

*A*ctive

*S*tudent

*P*articipation

*I*nspires

*R*eal

*E*ngagement



Because...

ASPIRE provides training and follow-up activities to enable students to actively participate in the development and implementation of their IEP. This process is referred to as:

- Self-Directed IEP
- Student-Led IEP

What is a Student-Led IEP?

- A way to increase student and family involvement and representation in the IEP process.
- Encourages students to play a larger role in developing and implementing their IEP.
- Shifts the focus from adult-centered to student-centered.
- Vehicle for building self-determination skills.

Benefits for Students...

- Develop an understanding of strengths and challenges while building on ability to be a self-advocate in school and in life,
- Learn about their disability, including how to talk with others about it,
- Learn about accommodations and what types they need to succeed,
- Develop skills necessary for self-determination and independent/interdependent decision-making,

Benefits for Students...

- Become more involved in their education and transition planning,
- More likely to earn a higher income one year after graduation,
- More likely to be employed one year after graduation, and
- More likely to attend and complete college.

Benefits for Teachers/Schools...

- Changes the teacher/student relationship,
- IEP meetings are more student-centered (strength based),
- Increases collaboration on monitoring and writing of goals on the IEP,
- Decreases in discipline issues,
- Less contentious IEP meetings, and
- Increased graduation rate.

SELF-DETERMINED LEARNING MODEL OF INSTRUCTION (SDLMI)

SDLMI Supports Students To:

1

Learn and use skills that enable them to self-regulate problem solving leading to goal setting and attainment

2

Achieve meaningful learning goals across multiple curricular domains

3

Work toward and achieve academic goals

4

Achieve better school and post-school outcomes

5

Become more self-determined

What is the SDLMI?

- Teaching model (process) designed to enable students to engage in self-regulated and self-directed learning.
- For students with and without disabilities
- Enables students to use a problem solving, goal-setting strategy to:
 - Make choices and decisions
 - Develop action plans for academic goals
 - Self-monitor and self-evaluate progress toward academic goals

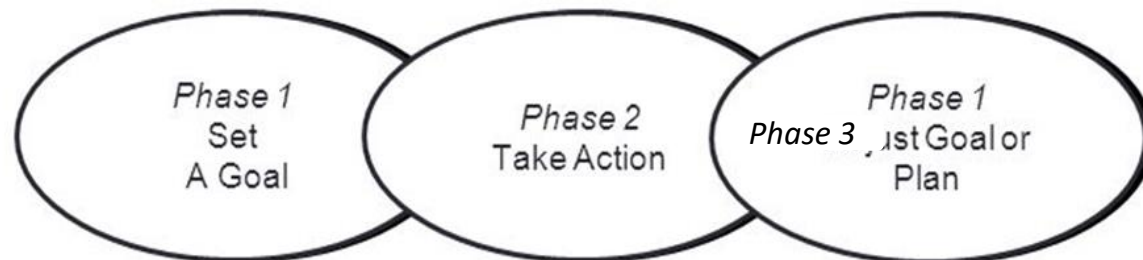
Essential Characteristics of Self-Determined Action

- **Volitional Action**
 - Autonomy
 - Self-Initiation
- **Agentic Action**
 - Pathways Thinking
 - Self-Direction
 - Self-Regulation
- **Action-Control Beliefs**
 - Control-Expectancy
 - Psychological- Empowerment
 - Self-Realization

How the SDLMI works

Teachers use the SDLMI to instruct students to use a self-regulated problem solving process. The student sets a preferred learning goal, develops an action plan to attain the goal, and later, self-evaluates his or her progress.

The SDLMI consists of three problem solving phases, with four Student Questions in each phase that drives the process.



What is ASPIRE^{Plus}



- Research Grant
- Scale-up of self-determination
 - Self-Determined Learning Model of Instruction (SDLMI)
 - ASPIRE (Active Student Participation Inspires Real Engagement): Student-Led IEP
- Research outcomes for students participating in:
 - ASPIRE (Student-Led IEP)
 - SDLMI (Goal-setting/goal attainment process)
 - ASPIRE with SDLMI

ASPIREPlus: Training Implementation

- Conducted by Kansas Self-Determination Team
- Virtual Trainings across the school year
 - September to May
 - Hour long sessions on Thursdays (3:00pm-4:00pm)
 - 1 or 2 times a month
- ASPIRE and Self-Determination Learning Model of Instruction

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