

Self-Determination and Students with Behavioral Needs

Dr. Jenny Carpenter
Northwest GNETS



*“AN EDUCATIONAL SYSTEM ISN'T
WORTH A GREAT DEAL IF IT
TEACHES PEOPLE HOW TO MAKE A
LIVING BUT DOESN'T TEACH THEM
HOW TO MAKE A LIFE”*

UNKNOWN

STUDENTS WITH
EMOTIONAL
BEHAVIOR
DISORDERS (EBD)
HAVE A DROPOUT
RATE BETWEEN

43%

and

61%

EBD students are...

Three times as likely as other students to be arrested before leaving school

Twice as likely as other students with other disabilities to become teenage mothers

Twice as likely as other students with other disabilities to be living in a correctional facility, halfway house, drug treatment center, or street, after leaving school

10 to 25 percent of students with EBD enroll in postsecondary education.



Incarceration rate within five
years of graduation: **43%**

Georgia Network For Educational and Therapeutic Supports



- 24 programs across the state
- Supports the local school systems' continuum of services for students with disabilities ages 3-21.
- Northwest GNETS
 - 53 Elementary Students
 - 59 Middle School Students
 - 94 High School Students

THE NW GNETS ASPIRE PROGRAM

- NW GNETS joined Aspire in 2016
 - 16-17: High School Students
 - 17-18: Middle School Students
 - 18-19: Elementary Students
- 1 social skills lesson a week was required to be about self-determination
- Teacher Resources
 - 12 startup lesson plans
 - Lesson plan bank
- Student notebooks
 - Parent letter
 - Pre and Post surveys
 - Lesson artifacts
- In 2018, NW GNETS adopted the WhyTry Social Skills Curriculum



Our Goals for Students



1. create and distribute invitations to IEP meetings.
2. provide introductions of all members present at IEP meetings.
3. provide a detailed self-summary that will provide a description of their disability including their strengths and weaknesses in and outside the classroom.
4. facilitate discussion of appropriate classroom and testing accommodations that have been determined through classroom and teacher observations as well learning inventory assessments that have been completed throughout the year.
5. facilitate discussion of their transition plan by identifying their long-term goal and the steps they have set for goal attainment
6. discuss their current goals and present levels of performance towards mastering goals
7. facilitate discussions and provide resources and contacts for successful transitions after high school
8. increase their level of self-determination





ASPIRE LESSON PLAN TEMPLATE

Date: _____

Teacher: Shelia Poole

Self-Determination Skill Addressed: Goal setting and attainment, self-regulation, self-efficacy, efficacy expectations, self-awareness and self-knowledge.

WhyTry Skill/Visual Metaphor: Jumping Hurdles poster

Mini-Lesson:

Activation or prior knowledge. What do the students need to know to complete the lesson?

Review the Jumping Hurdles poster on the smart board. Watch the Why Try videos listed below. Have a discussion over the videos. Share personal hurdles of my own that I have experienced.

Work-Time:

What activity will the students complete?

Students will complete the Why Try Cooperative Construction Activity. Students will learn how having a supportive network can help us resolve problems. They will gain a better understanding of their importance and how sometimes we may have to change our tactics to get the end result we want.

Learning Outcomes/Evaluation:

How will you know what the students have learned?

Students will complete the Why Try Journal activity, "Are you good at solving problems?" They should be able to identify problems they may have, create options for themselves, learn who is there to help them, and know how to "Jump back up" when plan A doesn't work.

Materials Needed (include any music you incorporate):

Videos: Famous Failures-Barr Brothers, Orphaned boy helps strangers smile- Ksl.com

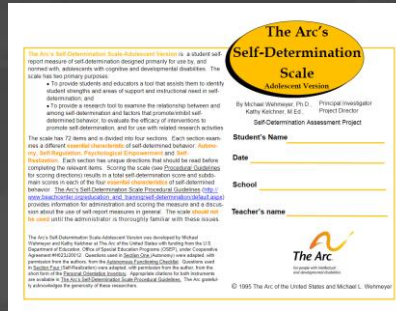
Music: I will survive- Gloria Gaynor, One Step at a Time- Jordin Sparks

Materials needed: Smart board, pencil, paper, timer, toothpicks, marshmallows, brown bags, ruler.



An example lesson plan
incorporating WhyTry and explicit
instruction on self-determination
skills

How do we know if we are making a difference?



Question 1:

Does the site location of middle and high school students served in NW GNETS have an impact on their level of self-determination, as measured by the Arc's Self-Determination Scale?

Question 2:

Does the number of years that middle and high school students of NW GNETS have participated in explicit self-determination skill lessons impact their level of self-determination, as measured by the Arc's Self-Determination Scale?

Possible problems with the data

Limited Sample Size

Only middle and high school students from NW GNETS participated

Administration

Teachers administered the ARC to their students using provided directions.

Student Behaviors


Multiple Choice and open-ended discussion questions.



What did the ARC measure?

- **Autonomy:**
 - acting according to own preferences, interests, and abilities without undue external influence or interference
- **Self-Regulation:**
 - Self-management strategies, goal setting and attainment behaviors, problem solving behaviors, observational learning strategies
- **Psychological Empowerment**
 - Multiple dimensions of perceived control (cognitive, personality and motivation)
- **Self-Realization:**
 - Ability to use knowledge of oneself (strengths and limitations) to capitalize on knowledge

Each of the assessments was hand scored to determine a raw score and then conversion tables were used to establish percentile scores for comparison with the sample norms and to determine the percentage of positive responses.



NW GNETS Middle/High Demographic Data at Time of Study

Table 1

Demographic Details for NW GNETS Students

Race	Number of students	Percentage of population
Black	52	21.99%
Multi-Racial	9	3.73%
White	172	71.37%
Hispanic	7	2.95%

Table 2

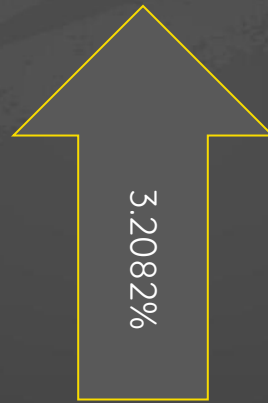
Enrollment by Eligibility for NW GNETS Students

Eligibility Category	Number of students	Percentage of population
Autism	30	12.45%
Emotional Behavior Disorder	151	62.66%
Mild Intellectual Disability	2	0.83%
Other Health Impaired	41	17.01%
Significant Developmental Delay	2	0.83%
Specific Learning Disability	2	0.83%
Traumatic Brain Injury	1	0.41%

Median Total Self-Determination Scores

Pre-test
August 2017

57.5075



Post-Test
March 2018

60.17642

Statistically Significant
Difference

Results by Section

Autonomy

Pre-test Mean: 56.54

Post-Test Mean: 58.85

Not a Statistically
Significant Difference

Psychological Empowerment

Pre-Test Mean: 78.12

Post-Test Mean: 82.43

Statistically Significant
Difference

Self-Regulation

Pre-Test Mean: 36.73

Post-Test Mean: 42.70

Statistically Significant
Difference

Self-Realization

Pre-Test Mean: 70.78

Post-Test Mean: 75.12

Statistically Significant
Difference

Question 1:

Location-by County

Area 1 Mean: 64.9
Area 2 Mean: 61.14
Area 3 Mean: 59.06
Area 4 Mean: 60.14
Area 5 Mean: 75.14
Area 6 Mean: 51
Area 7 Mean: 58.33
Area 8 Mean: 31
Area 9 Mean: 58.5

Statistically Significant Difference

Question 2:

Length of Participation

Two Year Participation Mean: 68.21

One Year Participation Mean: 56.53

Year two participants had a higher percentage of positively answered questions

Statistically Significant Difference

What does self-determination and ASPIRE mean to the students and teachers of NW GNETS?



Where are they now?

Terrell:

Graduated from high school in May of 2018
Currently employed full-time at Jefferson Southern

Canaan:

Graduated from high school in May of 2020
Currently looking for employment

Mr. Reed:

Still employed by NW GNETS in Polk County Schools

Mr. Rittenhouse:

Still employed by NW GNETS in Rome City Schools



What's next?

- Continue using WhyTry to teach social skills and self-determination skills
- Plans to use the SDI as a tool to measure growth of self-determination skills
- Use the results of the SDI to guide explicit self-determination lessons
- Roll out the SDLMI to select high school classrooms to aid in transition plan development and goal achievement



Dr. Jenny Carpenter



jcarpenter@nwgnet.org