Self-Determination: Transforming Students’ Lives for Promising Futures

Winter Instructional Leadership Conference
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Session Norms

• Place electronics on silence/vibrate.
• Remain engaged in learning.
• Respectfully share opinions.
• Ask questions for clarification to avoid making assumptions.
Session Goals

• Participants will be able to list 2 benefits of self-determination for all students
• Participants will be able to name 2 current initiatives that support self-determination
• Participants will be able to name one next step
Self-Determination: What! Why?!
The Evolution of Self-Determination in Education

- Adopted from the historical perspective that a nation has the right to self-govern

- Theory of Personality
  - The degree to which internal (self-determined) vs external (other-determined) influences how people behave

- Theory of Motivation
  - The degree to which internal vs external factors influence moves or drives us to action
The Evolution of Self-Determination in Education

- Influential Theory of Motivation (White, 1959)
  - There is an intrinsic energy source that motivates behavior

- Self-Determination Theory (Deci & Ryan, 1985)
  - Autonomous motivation verses controlled motivation
  - There is a distinction between the motivation that drives the things that we do freely and those we are pressured to do (2008)
Self-Determination Theory

Competence
need to be effective in dealing with environment

Humans' three basic needs

Autonomy
need to control the course of their lives

Relatedness
need to have a close, affectionate relationships with others
Evolution of Self-Determination in Education

- Disability rights advocates use it to include the right of people with disabilities to control their lives
- The Office of Special Education and Rehabilitation Services (OSERS, 1989) Conference on self-determination
  - Grants to research activities and develop programs used to help students with disabilities (SWD) develop self-determination
- IDEA supported greater self-determination for SWD by mandating their involvement in the Individualized Education Program (IEP) process (IDEA, 2004)
  - Student-led IEPs foster self-determination
Self-Determination is…

• …a concept reflecting the belief that all individuals have the right to direct their own lives
• …acting as the *primary causal agent* in one’s life free from undue external influence or interference (Wehmeyer, 1996; Shogren, 2016)
• …the capacity to choose and to have those choices
• …to be the determinant (causal agent) of our actions (Deci & Ryan, 1985)
• …reflected in a demonstration of *self-determined behavior* (skills) (Shogren, 2016)
Self-Determination is...

• a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, and autonomous behavior

• An understanding of one’s strengths and limitations, together with a belief of oneself as capable and effective, are essential to self-determination

Field, Martin, Miller, Ward and Wehmeyer (1998)
Self-Determination is not...

- a program
- an intervention
- a policy
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
Self-Determination Skills

- Self-Regulation
- Self-Advocacy
- Self-Awareness
- Self-Efficacy

- Choice-Making
- Decision-Making
- Problem-Solving
- Goal Setting and Attainment
Necessary for all Students

• For students to acquire self-determination skills, they need instruction and safe settings in which to practice such skills (Gradoudas, 2014)

• As increasing attention is given to college and career readiness for all students, schools should consider self-determination instruction alongside the academic curriculum…(Erickson et al, 2015)

• Teaching students to direct their own learning is critical to self-determination (Wehmeyer and Shogren, 2017)
Volitional Action:
Making intentional, conscious choices based on one’s preferences and interests

- Autonomy and Self-Initiation
  - Choice-Making
  - Decision-Making
  - Goal Setting
  - Problem-Solving
  - Planning Skills

- Bridge Law Connection
  - Enacted in May 2010
  - Re-authorized in 2018
  - Advisement and Career Planning Checklist
Agentic Action:
Self-directing and managing actions toward goals

- Pathways Thinking, Self-Direction, and Self-Regulation
  - Self-Management
  - Self-Regulation
  - Goal Attainment
  - Self-Advocacy

- PBIS Connection
  - [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx)

- Check & Connect Connection
Action Control Beliefs:
Self-directing and managing actions toward goals

- Control-Expectancy, Psychological-Empowerment, and Self-Realization
  - Self-awareness
  - Self-knowledge, and
  - Self-efficacy

- Student-Led IEPs
  - ASPIRE
  - [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Self-Determination.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Self-Determination.aspx)

- Student-Led Conferences
- Self-Directed Learning
GaDOE Vision and Goals

• Educate the whole child instead of checking boxes for standardized testing
• Accountability system that includes multiple factors that influence academic success
• Every child in Georgia will have access to learning opportunities
• Helping students make informed decisions about their future careers
  • Graduating students who are college and career ready
State Data

Students without Disabilities (2018-19)

- Graduation Rate
  - 84.5%
- Dropout Rate
  - 3.2%

Students with Disabilities (2018-19)

- Graduation Rate
  - 62.94%
- Dropout Rate
  - 5.13%

Georgia College Graduation Rate

- 44.59%
Research: Special Education

• Lack of self-determination may also lead to difficulties in future academic transitions, as well as in job seeking processes.

• Self-determination is considered one of the core abilities for effective learning.
  • Being able to understand oneself can help learners choose the most suitable learning strategy.
  • Self-regulation skills are conducive to the planning of learning processes and content.

(Chao and Chou, 2017)
Research: Special Education

• Students with learning disabilities and intellectual disabilities in inclusive education showed that students with high levels of self-determination achieve more learning and personal goals than their peers with low self-determination levels (Shogren et al., 2012)

• High levels of self-determination correlate with high grades in math, reading, and language in students with disabilities (Martin et al., 2003)
Research: Special Education

• Self-determination skills can help students design study plans, set learning objectives, manage study time, choose learning strategies, and apply self-reflection, and revision (Eisenman, 2007)

• Students who had the opportunity to received instruction in self-determination achieved higher pay, and longer-term employment (Wehmeyer and Schwartz, 1997)
Research: Students Without Disabilities

• Promoting self-determination triggers more positive postschool transition outcomes for youth with and without disabilities (Shogren, Lopez, Wehmeyer, Little, & Pressgrove, 2006)

• Self-determination status when exiting high school significantly predicts postschool community and employment (Shogren, Wehmeyer, Palmer, Rifenbark, & Little, 2015)

• Fostering self-determination skills across the secondary education curriculum, providing students with supports to develop these skills, and offering a wide range of experiences and opportunities to exercise them can lead to enhanced self-determination (Shogren et al., 2016)
College and Career Ready

• Drive toward improving the preparation of students to transition to college and the workforce (Darling-Hammond, Wilhoit, & Pittenger, 2014)

• Current focus is primarily reliant on grade point averages and other academic areas (Morningstar et al., 2017)

• Focus must go beyond academic to include non-academic skills such as critical thinking, self-monitoring, sense of belonging, self-efficacy and study skills (Conley, 2001; Farrington, 2012; Morningstar et al., 2017)
Academic Achievement

• Recent trends have begun placing more emphasis on the correlation between self-determination training and academic performance of students with disabilities (Gaumer-Erickson, 2014)

• Teaching psychological empowerment and autonomy skills effectively predicts academic performance of students with disabilities (Chao and Chou, 2017)

• Academic performance and self-determination are positively correlated (Mazzotti & Sinclair, 2015)
Academic Achievement

• Building choice into instruction and assessment methods may facilitate students' math achievement (Leon et al., 2015)

• Classroom climates that support students' need for autonomy, engage students in self-regulated learning strategies making high final course grades in mathematics likely (Leon et al., 2015)

• Students with and without disabilities with high GPAs have higher levels of self-determination than students with low GPAs (Licardo et al., 2016)
Multi-Tiered Systems of Support: Tier 1

- Promoting self-determination allows all to benefit from universal and evidence-based educational instruction.
- Aligns with the principles of Multi-Tiered Systems of Supports (MTSS) (Shogen et al., 2016).
- Causal Agency Theory provides a framework to describe, understand, assess, and develop strategies to teach self-determination skills to students with and without disabilities (Shogren et al., 2015).
- Many evidence-based and research-based self-determination initiatives that can be used within MTSS.
Georgia’s Tiered-System of Supports

• MTSS: Multi-Tiered System of Supports (MTSS)
  • https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/TieredSystemofSupports.aspx
The Self-Determined Learning Model of Instruction (SDLMI)

• Teaching model designed to enable teachers to teach students to self-regulate problem solving leading to educational goal attainment.

• The SDLMI supports students to:
  • set goals
  • create an action plan to achieve goals
  • monitor and evaluate progress toward goals
  • revise the action plan or goal

(Shogren, Wehmeyer, Lane, & Quirk, 2019)
The Self-Determined Learning Model of Instruction (SDLMI)

- SDLMI support instruction in both general education curriculum content areas
  - enhance academic skills, as well as student’s unique learning needs related to achieving behavioral and functional skills
- Appropriate for students with and without disabilities across multiple content areas
- Enables teachers to engage students in their educational programs
  - self-direct learning
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.

- **Phase 1**: Set A Goal
- **Phase 2**: Take Action
- **Phase 3**: Adjust Goal or Plan
Students identify educational, social or behavioral goals.

Students develop a plan to achieve their self-identified goals.

Students evaluate their goal attainment or adjust their goals.
Students identify educational, social or behavioral goals.

Students develop a plan to achieve their self-identified goals.

Students evaluate their goal attainment or adjust their goals.
Students identify educational, social or behavioral goals.

Students develop a plan to achieve their self-identified goals.

Students evaluate their goal attainment or adjust their goals.
Assessing Self-Determination

• The Self-Determination Inventory
  • *Self-Determination Inventory: Student Report* (SDI:SR)
  • *Self-Determination Inventory: Parent/Teacher Report* (SDI:PTR)
• [https://sdiprdwb.ku.edu/index.php](https://sdiprdwb.ku.edu/index.php)
The Self-Determination Inventory: Student Report (SDI: SR)

- Asks students questions about how they feel about their ability to be self-determined; that is to make choices, set and go after goals, and make decisions.
- Designed for young people ages 13-22 with and without disabilities.
- Offers audio that reads the questions aloud and in-text definitions of words.
- Takes only 20 minutes to complete.
### Self-Determination Scores by Component Constructs

**Volitional Action**
- **Autonomy**: 39
- **Self-Initiation**: 24

**Agentic Action**
- **Pathways Thinking**: 26
- **Self-Direction**: 29

**Action-Control Beliefs**
- **Control-Expectancy**: 46
- **Psychological Empowerment**: 35
- **Self-Realization**: 26

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*Download the Student Report Guide (PDF)*
Overall Self-Determination Inventory Student Report score (out of 100):

32

Scores for the three essential characteristics of self-determination:

Vollitional Action: 32
Agentic Action: 27
Action-Control Beliefs: 38
Next Steps

• Contact your regional Georgia Learning Resource System (GLRS) for information and training for Check and Connect
  • Handout: Contact list

• Contact Elise James for information and training for implementing student-led IEPs (ASPIRE) and student-led conferences

• Contact Elise James for training to implement the Self-Determined Learning Model of Instruction and the Self-Determination Inventory
Knowledge Check

• Name 2 benefits of self-determination for all students
• Name 2 current initiatives that supports self-determination
• What will be your next step?
Contact Information

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Resources

• Darling-Hammond et al., 2014: https://epaa.asu.edu/ojs/article/view/1724
• Morningstar et al., 2017: https://doi.org/10.1177/2165143415589926
• Shogren, et al., 2015: https://doi.org/10.1177/0022466913489733
• Shogren et al., 2016: https://doi.org/10.1080/09362835.2015.1064421
Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

https://tinyurl.com/2020ILC

Share your conference highlights now!
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