

Advancing School Leadership for Continuous Improvement

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?!

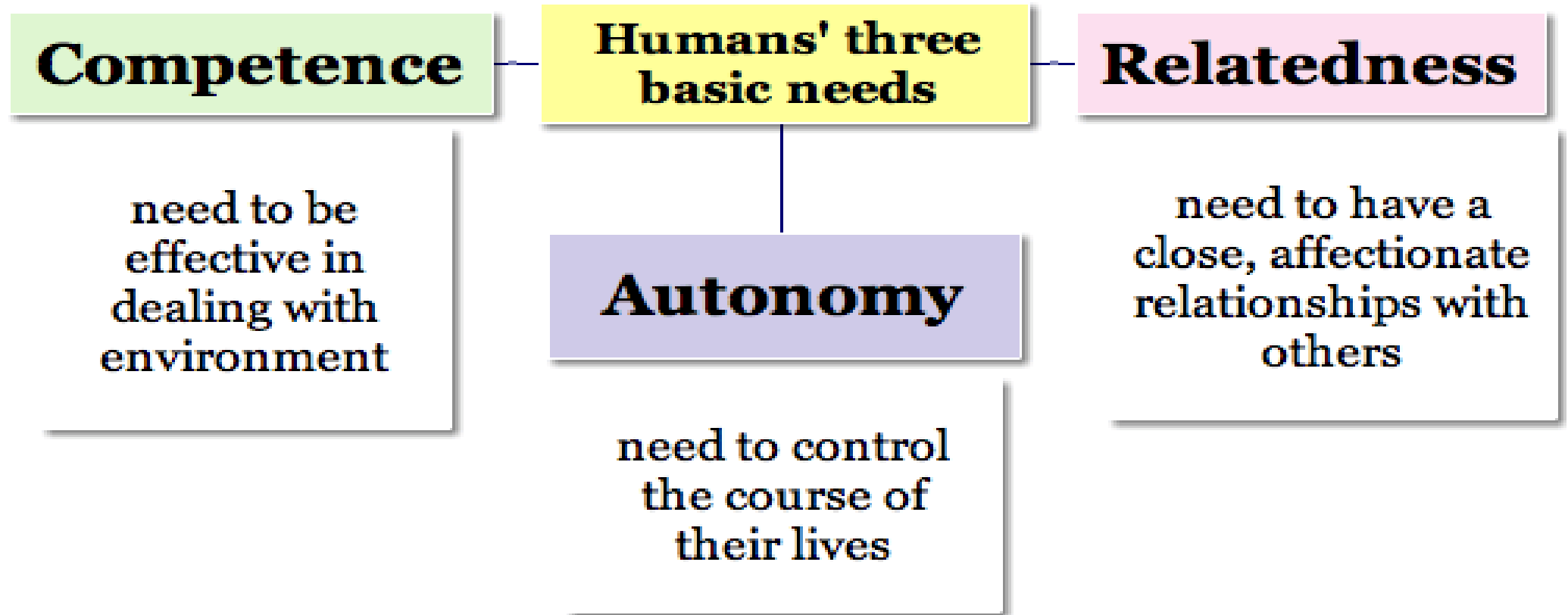
The Evolution of Self-Determination in Education

- 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



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

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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
 - <http://www.legis.ga.gov/Legislation/20092010/107376.pdf>
 - Re-authorized in 2018
 - Advisement and Career Planning Checklist
 - <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/BRIDGE-Checklist-FY19.pdf>

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>
- Check & Connect Connection
 - <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GLRS/FY20%20GLRS%20Directory%20by%20District.pdf>

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>
- 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, Rifenburg, & 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)

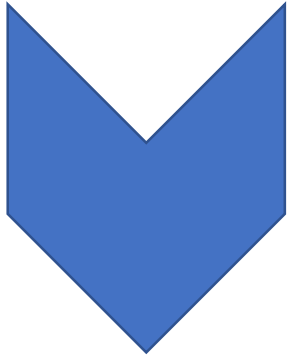
- SDLMI support instruction in both general education curriculum content areas
 - enhance academic skills, as well as student's unique learning needs related to achieving behavioral and functional skills
- Appropriate for students with and without disabilities across multiple content areas
- Enables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

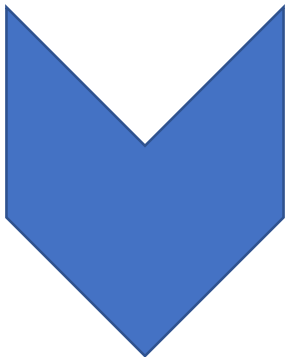




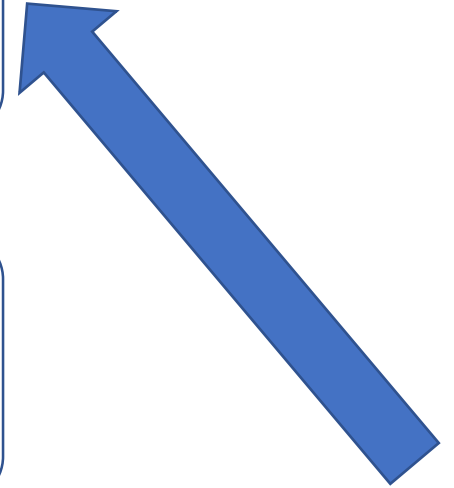
Students identify educational, social or behavioral goals.



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



Students evaluate their goal attainment or adjust their goals.





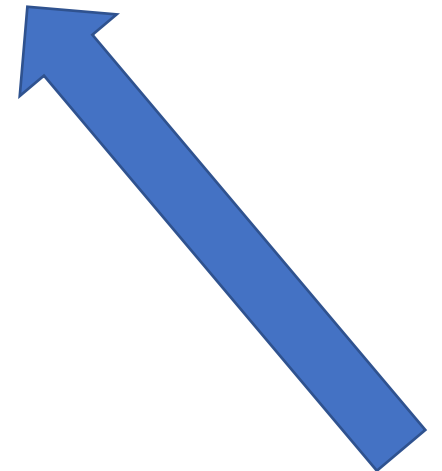
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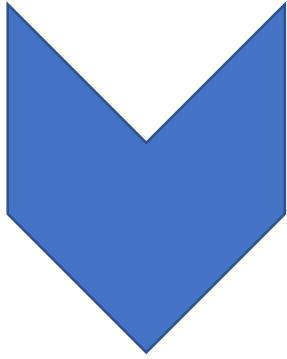


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Assessing Self-Determination

- 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>

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

Print

Download the
Student Report Guide (PDF)

Finish ⇒

Use the SDIS now!

One-time SDI for Students

One-time SDI for Parents/Teachers

Use the SDIS repeatedly!

SDIS Data Dashboard

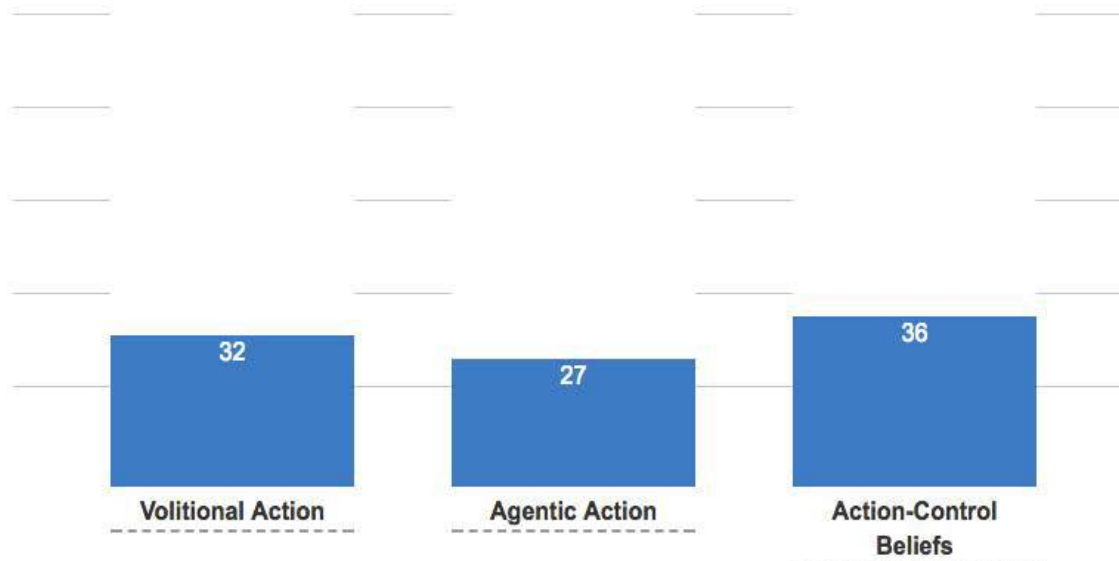
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Finish →

Overall Self-Determination Inventory Student Report score (out of 100):

32

Scores for the three essential characteristics of self-determination:



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!

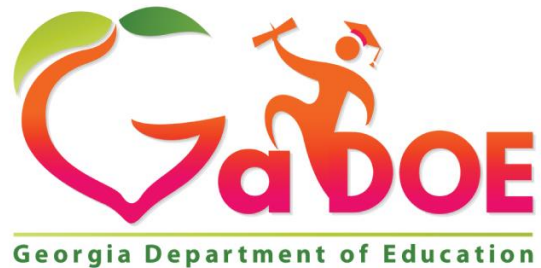


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