



National Secondary Transition
Technical Assistance Center

Self-Determination and the Common Core State Standards

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Washington DC

May 1-2, 2014



Participant Outcomes

- ▶ Participants will increase their knowledge of the rationale for self determination skills for all students.
- ▶ Participants will increase their knowledge of at least 2 activities to engage students
- ▶ Participants will increase their awareness of evidence-based curricula that teach SD skills to students
- ▶ Participants will increase their awareness in research that supports teaching SD skills.

Self-Determination



Self determination refers to the attitudes and abilities required to act as the primary causal agent in one's life and to make choices and decisions regarding one's actions free from undue external influence or interference

(Weymeyer and Berkobien, 1991).

The ability to stand up for oneself and advocate on one's own behalf

Calkins, C., Jackson, L. & Beckman, C. (2011, March). Self-Determination and Self-Advocacy. National Training Initiative on Self-Determination.

Nothing about me without me!



NFL Statistics

- ▶ Every Year **100,000** high school football players graduate and of that group:
 - **9,000** will play college football
 - **2000** will receive Division 1 scholarships
 - **1000** will sign a NFL contract
 - **250** will make an NFL roster
 - **125** will play four or more seasons
 - And for those players who make it to the NFL – staggering injury rates are common.

What does Self-Determination Look Like?





Table 1: Self-Advocacy Skills that Lead to Self-Determination

<i>Self-Advocacy Skill</i>	<i>Description</i>
Assertiveness	The ability to communicate an opinion and defend personal rights in a way that enhances mutual respect and minimizes potential conflict.
Rights and Responsibilities	Expressing one's rights is the core element of assertive behavior. Therefore, people should know their rights and the accompanying responsibilities.
Communication	Includes conversation skills, listening skills, and body language skills. Developing these skills enhances the ability to be an effective self-advocate.
Leadership	Leaders guide or direct others on a course of action, influence the opinions and behaviors of others, and show the way by going in advance.

Bolding, N. & Wehmeyer, M. (2010) It's My Future. Washington, DC: USED – OSERS.



Barriers to Self Determination

- ▶ Teachers and parents “know best.”
- ▶ No motivation to participate in life decisions.
- ▶ Lack of self-esteem, self-confidence, and a poor self-concept.
- ▶ Unrealistic expectations met with negativity.
- ▶ Lack of communication skills.
- ▶ Lack of life experiences
- ▶ Fear of risk-taking

Strategies for Self-Determination

- ▶ Help students see the link between daily decisions and postsecondary goals
- ▶ Help students break long term postsecondary goals into short term objectives
- ▶ Ensure students recognize and understand PINS and learning styles
- ▶ Train students to request needed supports
- ▶ Support students when mistakes are made
- ▶ Provide positive but honest feedback

Adapted from Davis and Wehmeyer (1991)

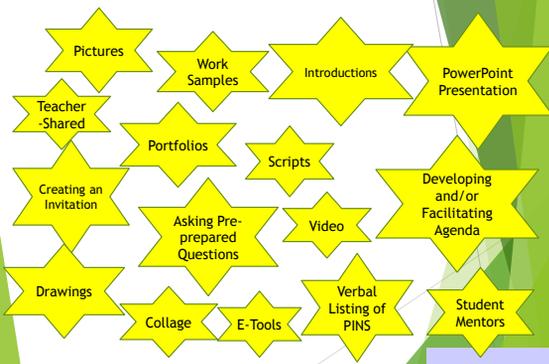
Strategies for Self-Determination

- ▶ Ensure access to good role models
- ▶ Use PowerPoint presentations or augmentative communication devices to increase communication
- Ensure understanding of the importance of the process and obtain a commitment to participate
- Use various planning formats to assist in determining post-school goals

Strategies for Self-Determination

- ▶ Teach students about his/her legal rights
- ▶ Provide role-playing opportunities
- ▶ Arrange for students to meet team members in advance
- ▶ Use video-taping and peer review
- ▶ Let students bring a friend to the meeting
- ▶ Always debrief
- ▶ Include self-determination goals and objectives on the IEP

Like Stars in the Sky – Ideas are Endless



Sink or Swim?



Two General Approaches to Promoting SD

1. Integrating SD concepts and skills into the Common Core Standards
2. Using the student-driven IEP and/or transition planning process

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Infusing Secondary Transition Skills into CCSS Table

Mathematics		IEP	Self-Directed Learning	Independent
Standard	ACTIVITY			
Grade 5: The Number System				
7. Know that there are numbers that are not rational and approximate them by rational numbers.	Using the "one-more than" strategy with cents pile modification. (rounding).			X
Grade 8: Expressions and Equations				
1. Work with radicals and integer exponents.			X	X
2. Understand the connections between proportional relationships, lines, and linear equations.	Sorting: (using square root because of repeated divisions) task would involve sorting the same number of objects within the same number of groups.			
3. Analyze and solve linear equations and pairs simultaneous linear equations.				
Grade 8: Functions				
1. Define, evaluate, and compare functions				X
2. Use functions to model relationships between quantities.	Any independent purchase using decision making word for a function.			
Grade 9: Geometry				
1. Understand congruence and similarity using physical models, transparencies, or geometry software.	Building a bird house or dog house: you need a right angle at the top and then you determine how much wood you need from corner to corner on the bottom (this applies the Pythagorean theorem).		X	
2. Understand and apply the Pythagorean Theorem.				
3. Solve real world and mathematical	Using liquid (water, drink, vinegar, etc) can be used			

Address Real Life (SD) Topics

<p>Real life skill: Self-Determination</p>	<p>Standard: Speaking and Listening, grade 6 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>Instruction:</p>	
<p>Teach students to participate in their educational planning meetings including identifying content (e.g., goals) and appropriate presentation behaviors (e.g., eye contact, sitting up straight)</p>	

Making Curricular Content More Meaningful and Relevant

<p>Standard: Reading: Key Ideas and Details Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Academic Context: To Kill a Mockingbird</p> 	<p>Real life Skill: Self-Determination</p>
<p>Instruction:</p>		
<p>Do a character study of Boo Radley. Analyze his relationships with other characters (e.g., Scout and Jem). Identify how the relationship changes and why including what makes him hide. Apply Boo's situation to your own. Explain how your disability/difference affects your life and potential friendships.</p>		

Making Curricular Content More Meaningful and Relevant

<p>Standard: 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Academic Context: Of Mice and Men</p> 	<p>Real life Skill: Self-Determination</p>
<p>Instruction:</p>		
<p>Why did George and Lennie move so much? What are your dreams for the future? What support will you need? Example—postsecondary education (Disability Services and Meal Plan)</p>		

Making Curricular Content More Meaningful and Relevant

<p>Standard: 11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>Academic Context:</p> 	<p>Real life Skill: Self-Determination</p>
<p>Instruction: Read short stories and biographies about famous people. Discuss their situations and how they didn't give up in the face of adversity. Rosa Parks, Beethoven, and JK Rowling</p>		

Making Curricular Content More Meaningful and Relevant

<p>Standard: 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Academic Context: English/Language Arts</p>	<p>Real life Skill: Self-Determination</p>
<p>Instruction: Choose two postsecondary education institutions or training programs and summarize information from their website for prospective students. Identify one that would be an appropriate choice for postsecondary education/training and one that is not. Provide evidence that supports the choice.</p>		

Making Curricular Content More Meaningful and Relevant

<p>Standard: 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Academic Context: English/Language Arts</p>	<p>Real life Skill: Self-Determination</p>
<p>Instruction: Assignment to address an issue of concern through essay competition, writing a product complaint, writing letter to the school or local paper, or a letter to be read at a school board meeting.</p>		

Literature Circles

- ▶ 8th and 9th grade students with disabilities showed improvement in their perceptions of their reading skills and were able to contribute to discussions in their literature circles
- ▶ Self-determination components addressed: problem-solving and decision-making
- ▶ ELA skills addressed: reading comprehension, oral communication

Blum, Lipsett, & Yocom (2002)

GO 4 IT...NOW!

- ▶ High-school students with cognitive and physical disabilities showed improvement in their abilities write IEP goal paragraphs and other types of expository paragraphs
- ▶ Self-determination components addressed: goal-setting, self-awareness, and self-regulation
- ▶ ELA skills addressed: writing for a variety of purposes, paragraph writing

Konrad, Trela, & Test (2004)

GO 4 IT...NOW! in Practice

- ▶ Uses a mnemonic device to help students write 6-sentence goal paragraphs
- ▶ Can be applied to other types of paragraph writing

GO 4 IT...NOW!

A Strategy to Teach Students to Write Paragraphs about Their IEP Goals

Goals

Objectives

4 (4 objectives)

Identify

Timeline

Name your topic.

Order your steps.

Wrap it up and restate topic.

Self-Realization Writing Portfolios

- ▶ High-school juniors and seniors with learning disabilities or hearing impairments showed improvements in self-awareness
- ▶ Self-determination components addressed: self-awareness, self-regulation, self-advocacy
- ▶ ELA skills addressed: writing for a variety of purposes, essay writing, reading comprehension, and research skills

Eisenman & Tascione (2002)

Self-Realization Writing Portfolios in Practice

- ▶ Each student maintains a writing portfolio
- ▶ Writing topics related to disability or special education
 - ▶ Argument essay about whether students with disabilities should have to pass the state exam
 - ▶ Brochure persuading students with disabilities to become self-advocates
 - ▶ Self-assessment describing new learning related to special education needs and how new skills will be applied in the future
 - ▶ Personal essay about experiences of living with a disability
 - ▶ Proposal outlining steps for transitioning from one grade to another

The Self-Determined Learning Model of Instruction

- Phase 1: Set a Goal
- Phase 2: Take Action
- Phase 3: Adjust Goal or Plan

Mithaug, D. E., Wehmeyer, M. L., Agran, M., Martin, J. E., & Palmer, S. (1998).

Phase 1: Set a Goal

- ▶ Problem for Student to Solve: What is My Goal?
 - ▶ Student Question 1: What do I want to learn?
 - ▶ Student Question 2: What do I know about it now?
 - ▶ Student Question 3: What must change for me to learn what I don't know?
 - ▶ Student Question 4: What can I do to make this happen?
- ▶ Educational Supports: Student self-assessment of interests, abilities, and instructional needs; awareness training; choice-making instruction; problem-solving instruction; decision-making instruction; goal-setting instruction

Phase 2: Take Action

- ▶ Problem for Student to Solve: What is My Plan?
 - ▶ Student Question 5: What can I do to learn what I don't know?
 - ▶ Student Question 6: What could keep me from taking action?
 - ▶ Student Question 7: What can I do to remove these barriers?
 - ▶ Student Question 8: When will I take action?
- ▶ Educational Supports: Self-scheduling, self-instruction, antecedent cue regulation, choice-making instruction, goal-attainment strategies, problem-solving instruction, decision-making instruction, self-advocacy instruction, assertiveness training, communication skills training, self-monitoring

Phase 3: Adjust Goal or Plan

- ▶ Problem for Student to Solve: What Have I Learned?
 - ▶ Student Question 9: What actions have I taken?
 - ▶ Student Question 10: What barriers have been removed?
 - ▶ Student Question 11: What has changed about what I don't know?
 - ▶ Student Question 12: Do I know what I want to know?
- ▶ Educational Supports: Self-evaluation strategies, choice-making instruction, problem-solving instruction, decision-making instruction, goal-setting instruction, self-reinforcement strategies, self-monitoring strategies, self-recording strategies

Goal Setting/Self-Regulation: Student Support Skills

- ▶ Student and teacher select goal(s)
- ▶ Design and teach student self-regulation strategy
 - ▶ Self-monitoring
 - ▶ Antecedent cues
 - ▶ Self-evaluation
 - ▶ Self-reinforcement

What We Do in Writing

- Correct spelling
- Write paragraphs (topic sentence, detail sentences, closing or connecting sentence)
- Use correct punctuation (periods at the end of sentences, question marks, commas in a list)
- Write stories
- Write letters
- Write answers to questions about stories we've read
- Write answers to questions in science or other subjects
- Use capital letters for people's names, names of places, beginning of sentences
- Write complete sentences (subject and verb)
- Use details (adjectives and more sentences) to explain things
- Write neatly, so that others can read
- Complete our writing assignments
- Work quietly when writing
- Sit in seat when writing
- Read our writing aloud to others

Phase 1. Set a Goal
Name _____ Date _____

1. What do I want to learn? (look at Exploring My Interests worksheet)



2. What do I know about it now? (look at Now & Later worksheet)



3. What must change for me to learn what I don't know?



4. What can I do to make this happen?



Strategies/Accommodations (examples)

Self-instruction - encourages task completion and organization through use of verbal reminders for each step

- ▶ A mnemonic device for remembering capital letters and punctuation.
- ▶ "I will put a period at the end of my sentences and I will proofread my work."
- ▶ "When I write I use a dictionary."
- ▶ "Draw a space () between the words."
- ▶ "Place my pinky between each word."
- ▶ "Say the word slowly. Write those sounds."

Self-Determination Contracts for Academic Skills

- ▶ Teach students to fill out a daily SD contract
 - ▶ Plan
 - ▶ Work
 - ▶ Evaluate
 - ▶ Adjust

Sample Self-Directed Contract

Self-determination contract regulates the adjustment of student behaviors to meet their goals

Because I want to learn to _____, I agree to _____ (#) days each week at school. I also agree to _____ for homework 2 days each week.

Ms. _____ and Ms. _____ agree to help me complete these steps by providing me with instruction, assignments to complete, and feedback on my performance. I agree to _____ when reminded by my teachers, or given an assignment in my work folder.

If Ms. _____ and Ms. _____ follow this contract, they will know they are helping me write better. If they do not follow this contract, they will know that have not helped me learn to write better.

If I follow this contract each day I will probably improve my writing and will have the opportunity to earn points. If I do not follow the contract, I may not improve my writing and I may lose points.

Horizontal lines for writing notes.

Skills Taught through Involvement in IEP Process

- ▶ Describing one's disability, strengths, needs, present level of performance
- ▶ Communicating one's interests and preferences
- ▶ Engaging in goal setting and goal attainment activities
- ▶ Participating in discussions regarding school & post-school plans and needs
- ▶ Choosing & negotiating one's accommodation needs
- ▶ Accepting responsibility for where improvement is needed
- ▶ Evaluating one's progress

Horizontal lines for writing notes.

Activity

- ▶ 6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- ▶ 9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- ▶ 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - ▶ 8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Horizontal lines for writing notes.



Web-Based Tools



"IT'S NOT THAT I DON'T WANT TO TRY WEB 2.0 TECHNOLOGY. IT'S JUST THAT I'M STILL GETTING USED TO THE FAX MACHINE."



Using a "toonadoo" to express accommodations needed for a student





Using "picfont" to help a student communicate their goals



I want to go to college



I want to be a florist



I want to get my license



I want to live on my own





Using a "wordle" to express a student's preferences, interests, and strengths





Evidenced-Based Practices by Skill Taught

Using Self-Management Instruction to Teach:

- Academic Skills (strong)
- Social Skills (moderate)
- Job Specific Skills (moderate)

Using Self-Monitoring Instruction to Teach:

- Functional Life Skills (potential)



Evidenced-Based Practices by Skill Taught

Student Knowledge of Transition Planning

- Using Who's Future Is It Anyway?

Student Participation in IEP Meeting

- Using Check and Connect
- Using Computer Assisted Instruction
- Using the Self-Advocacy Strategy
- Using the Self-Directed IEP
- Using Published Curricula

Self Determination

- Using Who's Future Is It Anyway??

Goal Attainment

- Using Self Determined Learning Model of Instruction



Resources for SD Assessments and Materials

Zarrow Center for Enrichment and Learning
<http://www.ou.edu/zarrow/sdetermination.html>

NSTTAC's website
www.nstattac.org - evidence-based practices - practice descriptions, lesson plans, annotated bibliographies; transition assessment toolkit - self-determination assessments



Resources on Standards

- ▶ www.corestandards.org - resources and current information on the adoption and implementation of the Common Core State Standards
- ▶ www.commoncore.org - a curriculum mapping project for resources regarding instruction and curriculum design, associated with the Core Standards
- ▶ www.ideapartnership.org - Collection on Core Standards
- ▶ www.nstattac.org 101 Documents on Secondary Special Education Issues, including College and Career Readiness
- ▶ www.cast.org
- ▶ www.careertech.org
- ▶ www.p21.org
- ▶ www.ncwd-youth.org
- ▶ <http://www2.ed.gov/programs/racetothetop-assessment/index.html>
- ▶ www.parcconline.org; <http://www.k12.wa.us/smarter/>





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