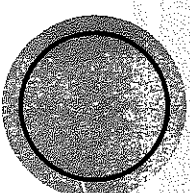


# **Increasing Student Self-Determination in the Special Education Process**

MO-CASE 42nd Annual Administrators Conference

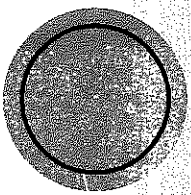
September 22-25, 2019 Fall Conference



**Presenters:**

**Dixie McCollum, Ed.D. Assistant Professor, Southeast Missouri State University**

**Sharon Gunn, Ph.D. Professor, Southeast Missouri State University**



# Self-Determination

...believing you can control your own destiny.

Self-Determination is a combination of attitudes and abilities that lead people to set goals for themselves, and to take the initiative to reach those goals.

It means making your own choices, learning to effectively solve problems, and taking control and responsibility for one's life.

(Pacer, 2018).



# What the Research Says...

- Hart and Brehm (2013) ...young adults with disabilities who have acquired self-determination ... enhanced academic performance and more active participation (p. 40).
- Clouse and Bauer (2016) ...choice making or problem solving at a young age forms the necessary foundational skills allowing students with intellectual disabilities to continue to develop and grow (p. 50).
- Kleinert, Harrison, Fisher, & H. Kleinert (2010)... current research and best practice also highlight the benefits of early self-advocacy training for younger children with disabilities as well” (Kleinert et al., 2010).



# What the Research Says...

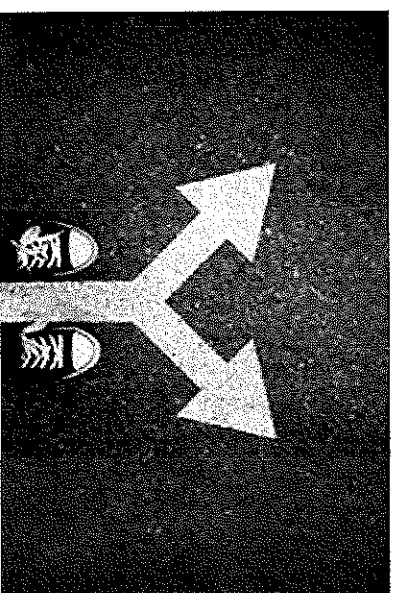
- Raymond (2017) says that self-determination develops over the lifespan, with critical developmental periods in childhood and adolescence.
- Hart, J. E., & Brehm, J. (2013). Promoting self-determination: A model for training elementary students to self-advocate for IEP accommodations. *Council For Exceptional Children*, 45(5), 40-48.
- Findings: Elementary students are able to self-advocate for themselves in the classroom with the use of this model. Research has shown that teaching these skills is crucial at a young age, even though students are not required to be part of their IEP process until they turn 16.



# Self Determination Instruction

Components that make up effective Self-Determination Instruction:

- Decision making skills
- Problem Solving
- Self-Advocacy
- Goal setting and attainment
- Self-regulation
- Self-Awareness/Self Knowledge



# Self Determination Instruction – I am Determined

The ‘One Pager’,

The Virginia Department of  
Education Self-  
Determination Project (n.d.)

**I am determined** One-Pager

Name: \_\_\_\_\_  
Today's Date: \_\_\_\_\_

My Strengths	My Interests
My Preferences	My Needs
	5

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# Self Determination Instruction – I am Determined

The 'Goal Page'

The Virginia Department  
of Education Self-  
Determination Project  
(n.d.)

**determine my goal plan**

Name: \_\_\_\_\_  
Today's Date: \_\_\_\_\_

**My goal**

**Next Steps to Reach My goal**

**Outcomes**

--	--	--

**People Who Can Support Me to Reach My goal**

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# Self Determination Instruction

## – I am Determined

### The 'Good Day Plan',

The Virginia Department of  
Education Self-Determination  
Project (n.d.)

 <b>Good Day Plan</b>			
Good Day	Now	Adjust	Support
What happens on a Good Day?	Does it happen now?	What needs to happen to make it a Good Day?	Who can help me?

Name: \_\_\_\_\_  
 Today's Date: \_\_\_\_\_










Revised and provided by the Self-Determination Project for Self-Determination of Education, 2006-2015. All rights reserved. All rights reserved. Last updated 08/2015.



# Self-Determination Instruction – I am Determined

## The 'IEP Student Template'

The Virginia Department  
of Education Self-  
Determination Project  
(n.d.)

<p> Self-Determination</p>	<p> Welcome To My School Plan Meeting (IEP)</p> <p>By: _____</p>								
<p> In My School...</p> <table border="1"><tr><td>I like these classes:</td><td>I don't like these classes:</td></tr><tr><td><input type="text"/></td><td><input type="text"/></td></tr></table>	I like these classes:	I don't like these classes:	<input type="text"/>	<input type="text"/>	<p> What I Like</p> <table border="1"><tr><td>What I like:</td><td>What I don't like:</td></tr><tr><td><input type="text"/></td><td><input type="text"/></td></tr></table>	What I like:	What I don't like:	<input type="text"/>	<input type="text"/>
I like these classes:	I don't like these classes:								
<input type="text"/>	<input type="text"/>								
What I like:	What I don't like:								
<input type="text"/>	<input type="text"/>								
<p> When I Grow Up I Want To...</p> <ul style="list-style-type: none"><li>• Be: _____</li><li>• Live: _____</li><li>• Have: _____</li><li>• See _____</li></ul>	<p> How You Can Help Me Make Plans For My Future.</p> <p>What I need to:</p> <ul style="list-style-type: none"><li>• Learn _____</li><li>• Make good choices _____</li><li>• Understand _____</li><li>• Enjoy _____</li></ul>								
<p> My Goals For This Year...</p>	<p> My Goals For When I Grow Up...</p>	<p> Thank For Coming To My School Plan Meeting (IEP)</p>							



# Self Determination Instruction — I am Determined

## The Student Rubric for IEP Participation

### The Virginia Department of Education Self-Determination Project (n.d.)

Student Rubric for IEP Participation



Area	Level I	Level II	Level III	Level IV
<b>IEP Awareness</b>	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of an IEP Meeting.	I know what IEP stands for, the purpose of an IEP Meeting and I can tell others about these meetings.
<b>IEP Participation</b>	I don't participate or attend my IEP Meeting.	I attend a pre-conference IEP Meeting and/or my IEP Meeting, but I don't participate in the meeting.	I attend and contribute information about myself for my IEP in a Pre-Conference or at the actual IEP Meeting.	I lead parts or my entire IEP Meeting.
<b>Knowledge of IEP Content</b>	I don't know what is in my IEP.	I know that I have accommodations and goals in my IEP, but I don't know what they are nor do I have a voice in developing them.	I can name the accommodations and goals in my IEP, but I don't have a voice in developing them.	I can name the accommodations and goals in my IEP, and I have a voice in developing them.

2008 Commonwealth of Virginia Department of Education Training and Technical Assistance Centers - The Determined Project Student Rubric for IEP Participation

Student Rubric for IEP Participation



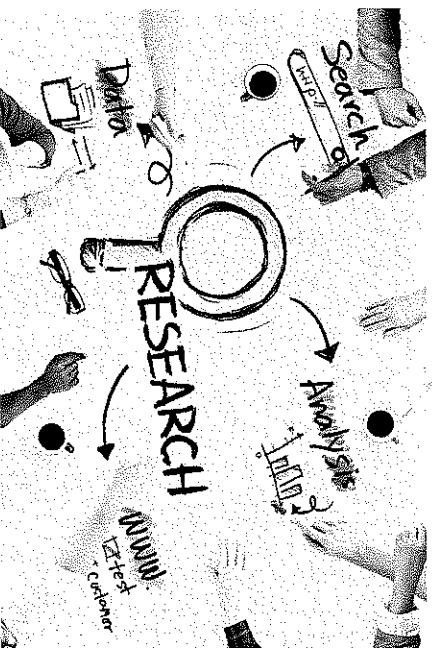
Area	Level I	Level II	Level III	Level IV
<b>Abilities and Disabilities Awareness</b>	I am not sure of what my disability is and how it affects me.	I have knowledge of my abilities and disabilities, but I do not share it with others.	I can describe my abilities and disabilities to others in my IEP Meeting.	I describe my abilities and disabilities to others outside of my IEP Meeting.
<b>Knowledge of Rights and Responsibilities</b>	I don't know my rights under IDEA.	I have knowledge of my rights.	I know my rights and can negotiate with others who I know to ensure that I receive those rights.	I know my rights and can negotiate with others who I don't know to ensure that I receive those rights.
<b>Social and Communication Skills</b>	I don't know how to interact with others in my IEP Meeting.	I know the social and communication skills I need to use in an IEP Meeting, but I have not used them in an IEP Meeting at this time.	I know and practice good social and communication skills in my IEP Meeting.	I use good social and communication skills to get my needs met in meetings and interactions other than IEP Meetings.

2008 Commonwealth of Virginia Department of Education Training and Technical Assistance Centers - The Determined Project Student Rubric for IEP Participation



# Study 1:

- Research question: What impact will improved self-determination skills have on negative behaviors in students such as hitting, punching, kicking, biting, eloping, and foul language.
- Research question: What impact will self-determination Instruction have on elementary student self-determination skills.



# Data Analysis and Results

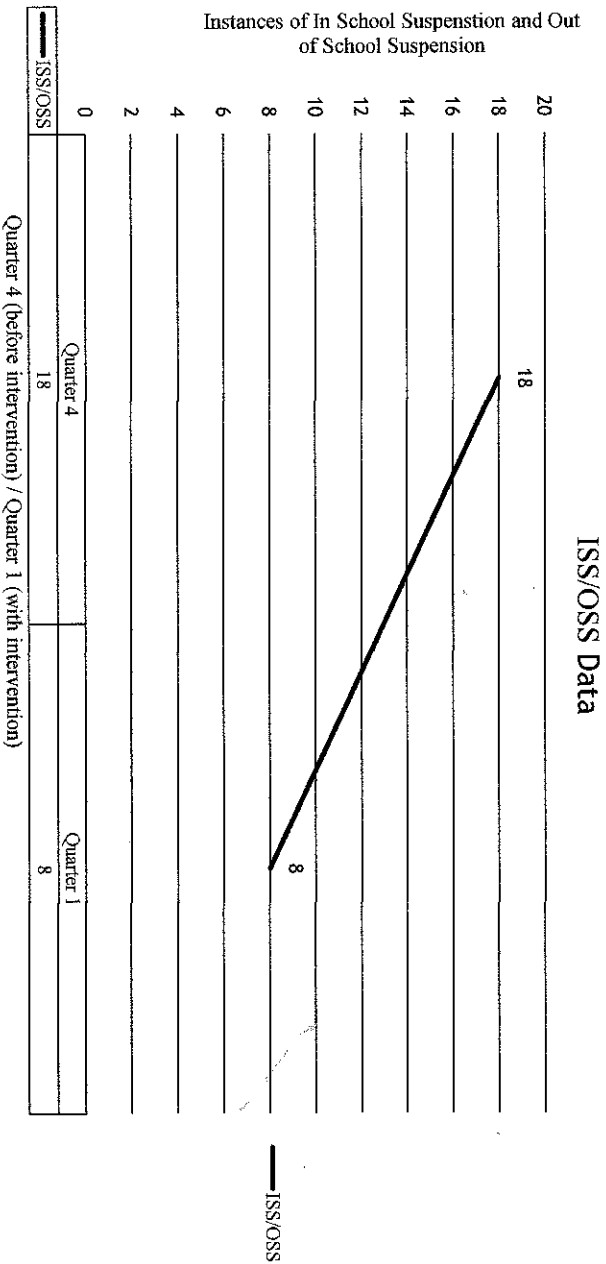
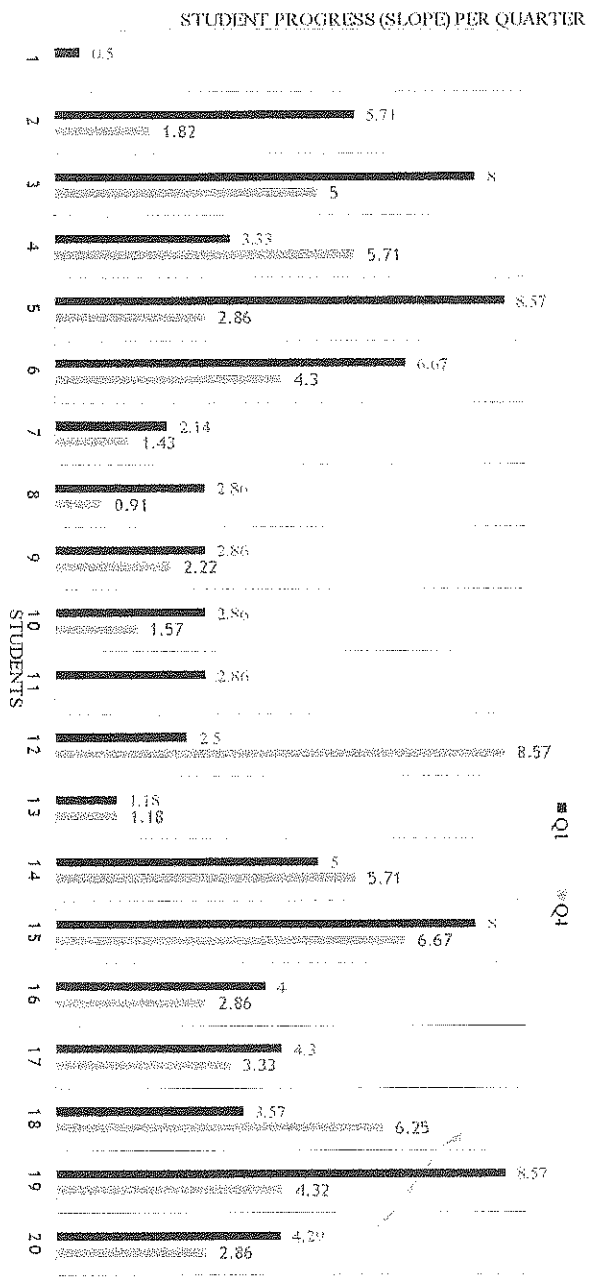


Figure 4. ISS/OSS Data. This figure illustrates the incidence rate of suspensions in special education students with the intervention (quarter 1), and without the intervention (quarter 4).

# Data Analysis and Results

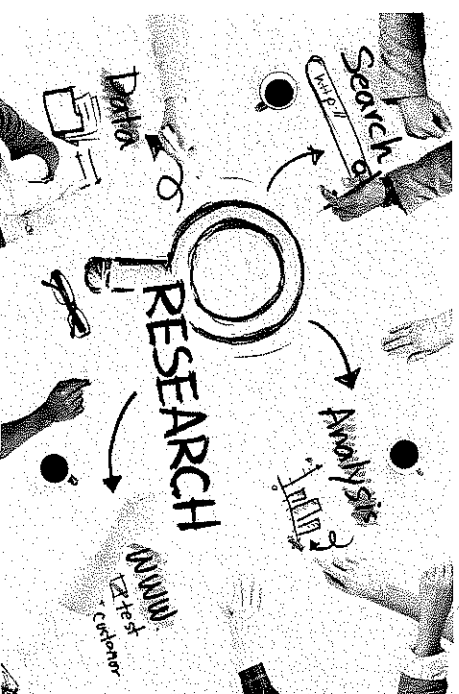
- Seventy-five percent (15/20) of the students demonstrated improved with Self-Determination Skills.

STUDENT PROGRESS FROM QUARTER 1/4



# Study 2:

- Research question: What impact will check-in/check-out sheets have on students self-advocating for IEP accommodations/modifications?
- Research question: What are the effects on student self-advocacy skills when using choice-making?



# RESEARCH

❖ Check-in/Check-out lists:

- Data was collected for 1 week
- During that week, all 6 student participants asked their teacher for an accommodation at least once
- Two students asked for an accommodation at least once a day
- Two students asked for an accommodation on 3 different occasions

Student:	2 Accommodations on my IEP:		How these accommodations help me:		Have I asked for one of these accommodations?		Is there an accommodation that is not on your IEP that you need?	
	No	Yes	No	Yes	No	Yes	No	Yes
A	No	Yes	No	Yes	No	Yes	No	No
B	No	Yes	No	Yes	No	Yes	No	No
C	No	Yes	No	Yes	No	Yes	No	Yes
D	No	Yes	No	Yes	No	Yes	No	Yes
E	No	Yes	No	Yes	No	Yes	No	No
F	No	Yes	No	Yes	No	Yes	No	No



# RESEARCH DESIGN

## Research Question 2

- ❖ Interviews with students and teachers:
  - Teachers: Giving choices in the regular classroom helped improve attitudes and performance
  - Choice of seat (round table, bean bag, etc.)
  - Writing Utensils (colored pencils, markers, gel pens)
  - Students: Making choices helped them feel more involved at school
  - Enjoyed order of tasks, place to sit in room, student to work with, paper/pencil or computer
- ❖ Attitude Survey (pre and post)

Student	Recreational Percentile		Academic Percentile		Full Scale Percentile	
	15th	20th	6th	18th	7th	15th
A	15th	20th	6th	18th	7th	15th
B	57th	63rd	69th	74th	64th	70th
C	0th	1st	4th	6th	0th	1st
D	0th	0th	0th	2nd	0th	0th
E	63rd	63rd	67th	74rd	66th	69th
F	58th	58th	73rd	82nd	66th	73rd

\*Pre Data (Choice-Making)

\*Post Data (Choice-making)



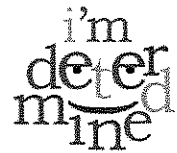
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# Needs Assessment Self-Determination



Use the following scale to respond to the statements below:

- 0 = We have few or no practices in place for any students with disabilities.
- 1 = We have some practices in place for some students with disabilities.
- 2 = We have many practices in place for some students with disabilities.
- 3 = We have many practices in place for all students with disabilities.

Rating				Area	Evidence
0	1	2	3	We educate students about their rights as students with disabilities.	
0	1	2	3	We expect students to attend their IEP meetings.	
0	1	2	3	We expect students to know their IEP goals.	
0	1	2	3	We expect students to know the accommodations included in their IEP.	
0	1	2	3	We support students in attending their IEP Meetings.	
0	1	2	3	We teach students how to identify their own accommodations.	
0	1	2	3	We teach students how to develop their IEP goals.	
0	1	2	3	We teach students how to assist in writing their own Present Level of Performance.	
0	1	2	3	We support students in participating in the development of their transition plans.	
0	1	2	3	We encourage students to lead their IEP Meetings.	

Use the following scale to respond to the statements below:

0 = We have few or no practices in place for any students with disabilities.

1 = We have some practices in place for some students with disabilities.

2 = We have many practices in place for some students with disabilities.

3 = We have many practices in place for all students with disabilities.

Rating				Area	Evidence
0	1	2	3	We encourage students to lead their IEP Meetings.	
0	1	2	3	We teach students the social and communication skills they need to participate in their IEP Meetings.	
0	1	2	3	We support students in developing self-advocacy skills.	
0	1	2	3	We teach students choice and decision making skills.	
0	1	2	3	We teach students problem-solving skills.	
0	1	2	3	We assist students with disabilities in understanding their abilities and disabilities.	
0	1	2	3	We teach/support disability awareness with teachers and students without disabilities.	
0	1	2	3	We support self-determination skills for all grade levels within our school.	
0	1	2	3	We support the development of leadership skills for students with disabilities.	
0	1	2	3	We educate parents about self-determination skills.	
0	1	2	3	We use person-centered planning tools for students with disabilities.	