

Fostering Self-Determination Among Children & Youth with Disabilities

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What is Self-Determination?

- “Acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference.”- Wehmeyer, 1996
- When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.

(Field, Martin, Miller, Ward, & Wehmeyer, 1998)



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The level of self-determination one displays is influenced by his or her age, opportunity, capacity and circumstances

-Wehmeyer & Field 2007, p.4



Making something happen to create change

Behavior and outcomes will be different for each person

Self-Determination is a global term that refers to a number of core components



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Core Components of Self-Determination

CHOICE MAKING The skill of selecting a path forward between two known options Cm	DECISION MAKING The skill of selecting a path forward based on various solutions that have each been thoughtfully considered Dm	PROBLEM SOLVING The skill of finding solutions to difficult or complex issues Ps
GOAL SETTING & ATTAINMENT The ability to develop a goal, plan for implementation, and measure success Gs	SELF-REGULATION The ability to monitor and control one's own behaviors, actions, and skills in various situations Re	SELF-ADVOCACY The skills necessary to speak up and/or defend a cause or a person Ad
INTERNAL LOCUS OF CONTROL The belief that one has control over outcomes that are important to his or her own life Lc	SELF-EFFICACY Belief in one's own ability to succeed in specific situations or accomplish specific tasks Ef	SELF-AWARENESS Basic understanding of one's own strengths, needs, and abilities Aw

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Core Components of Self-Determination

- **Choice making:** The skill of selecting a path forward between two known options
- **Decision making:** The skill of selecting a path forward based on various solutions that have each been thoughtfully considered
- **Problem solving:** The skill of finding solutions to difficult or complex issues
- **Goal setting and attainment:** The ability to develop a goal, plan for implementation, and measure success
- **Self-regulation:** The ability to monitor and control one's own behaviors, actions, and skills in various situations
- **Self-advocacy and leadership:** The skills necessary to speak up and/or defend a cause or a person
- **Internal locus of control:** The belief that one has control over outcomes that are important to his or her own life
- **Self-efficacy:** Belief in one's own ability to succeed in specific situations or accomplish specific tasks
- **Self-knowledge and self-awareness:** Basic understanding of one's own strengths, needs, and abilities



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Choice Making

The skill of selecting a path forward between two known options:

- Have students choose what and how they learn:
Content of instruction, type of instructional strategy, materials, location, partners/groups, schedules
- Provide two-three learning activity options
- Have student choose how they demonstrate mastery of an assignment
- Have student choose how they will carry out a task
- Discuss the consequences/limits that come with choices



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Decision Making

The skill of selecting a path forward based on various solutions that have each been thoughtfully considered:

- Analyzing a situation to determine possible outcomes
- Listing options and identifying the consequences of each option
- Assess pros & cons and alternatives
- Choose the best course of action
- Incorporate opportunities to make decisions from list of options
- Awareness of how one decision can have multiple impacts
- Arrange group talk activities



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Problem Solving

The skill of finding solutions to difficult or complex issues:

- Identify the problem, analyze the cause, identify the options, assess alternatives, chose the best action
- Monitor and evaluate= did the problem get solved?
- Model by verbalizing the steps
- Help student develop the ability to find appropriate solutions when faced with a problem
- Have student reflect on how they solved a situation and make adjustments if necessary
- Give students a limited number of solutions to problems
- Teach conflict resolution strategies



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Goal Setting and Attainment

The ability to develop a goal, plan for implementation, and measure success:

- Determining a desired outcome and putting an action into place, implementing the plan and evaluating its effectiveness
- Allow goals to be challenging/feasible and aligned to the students likes and dislikes=helps student reach goal
- Manageable and realistic goals that can be met in a short period of time
- Encourage goals they might find less interesting= develops work ethic



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Goal Plan

Name: _____

Today's Date: _____

My Goal

What is one of my goals?
The goal can be short-term or long-term.

Next Steps to Reach My Goal

What action step(s) do I need to take to reach my goal?

Outcomes

Results of attaining this goal.

How will I benefit from accomplishing this goal?

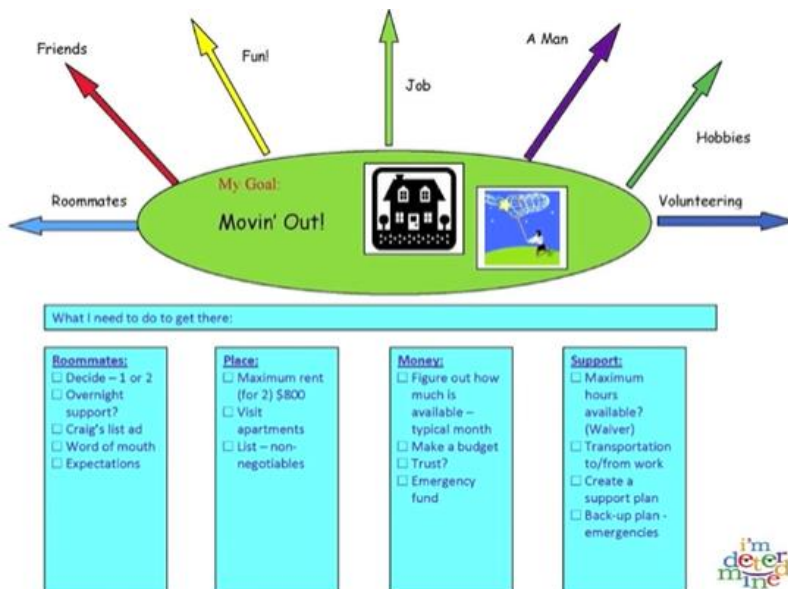
New opportunities that I will have after attaining this goal.

People Who Can Support Me to Reach My Goal

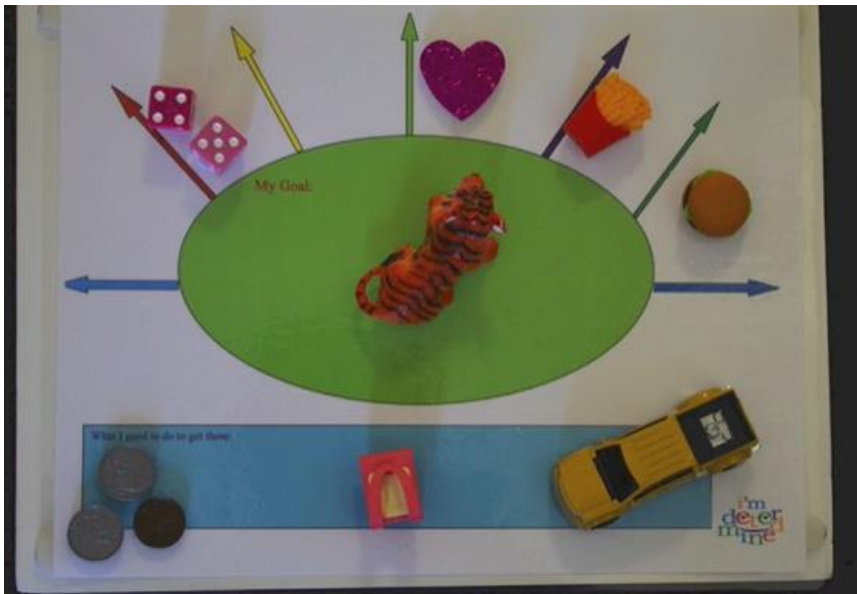
Who are the people in my life who can help me reach my goal?
Who will help hold me accountable to reach this goal?

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Thomas



Begin at 5.55 -7.03



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Self-Regulation

The ability to monitor and control one's own behaviors, actions, and skills in various situations:

- Enables student to control their behavior, thinking, emotions and lives
- Self-Monitoring, self-instruction, self-evaluation, self-reinforcement
- Calming techniques
- Self-awareness exercises-journaling, bucket list
- Mindfulness activities-breathing exercises, body scan



Games-red light/green light, bubbles

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Good Day Plan

Name: _____

Today's Date: _____

Good Day	Now	Action	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?

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Good Day Plan

Name: _____

Today's Date: _____

Good Day	Now	Action	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?
What do I need to Do to have a good day? What are my strengths? What makes me happy? What things are always present on good days?	Am I getting what I need during the day? If yes, GREAT! Keep it up If not, move to next column to think of options and alternatives	What do I need to make this happen? What strategies should I create? What goals should I set for myself? What do others do to make this happen? Is there a reasonable alternative?	What people can help me have a good day? What people do I need in order to increase the chance of good things happening? Who is my network of support? Can I be the support person for this?

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Mandy

My Good Day Plan

Good Day	Now	Action	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?
<ul style="list-style-type: none"> ❖ I wake up on my own "feeling good" ❖ I like iPad time in the morning ❖ I eat breakfast ❖ I get my morning meds 	<ul style="list-style-type: none"> ❖ yes, most mornings <p>Yes, if I am nice to my mom</p> <p>Yes, during the week I eat at school. On the weekends my mom makes sure I get a good breakfast</p> <p>Yes, My mom makes sure I do, because I just can't control my actions without them</p>	<ul style="list-style-type: none"> ❖ I need to wake on my own. I am a heavy sleeper. Waking me up I am like a bear, grrrrrr!!!! <p>I must be respectful to my mom and brother. No screaming or using bad words. I must help to dress myself.</p> <p>I am cranky without food. Mom makes sure I eat breakfast</p> <p>I will settle down as soon as I get my meds. Taking them late will not help me stay focused</p>	<ul style="list-style-type: none"> ❖ Mom and me. I need to get to bed by 8:30pm, even on the weekends <p>It is up to me, but mom helps to keep my routine the same because I need it</p> <p>My mom and the ladies in the cafeteria at school.</p> <p>That is a <u>job</u> for my Mom</p>



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Self-Advocacy and Leadership

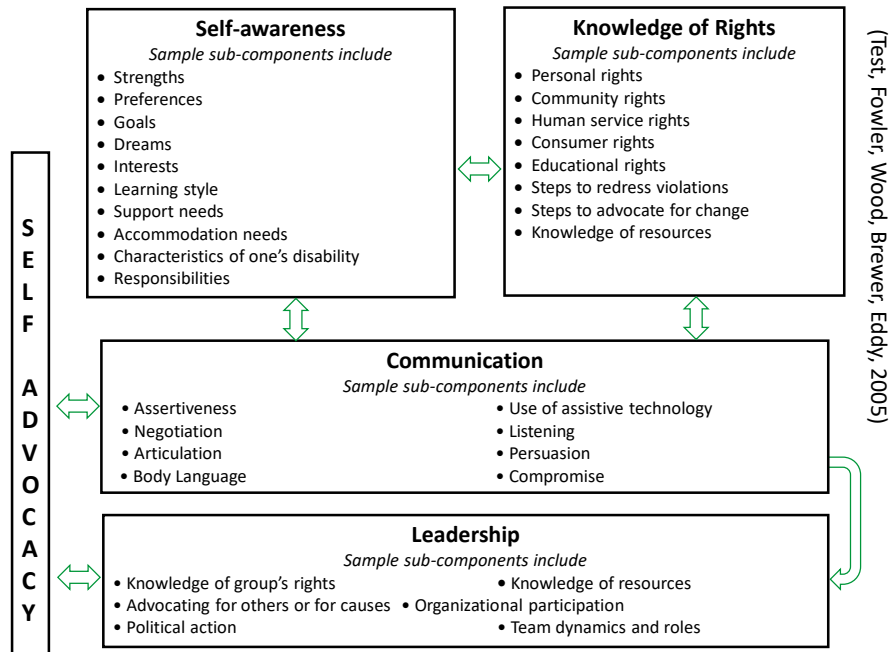
The skills necessary to speak up and/or defend a cause or a person:

- Speaking up for oneself and standing up for their rights: wants/needs, likes/dislikes
- Design role play where students practice advocating for themselves
- Model differences from acting aggressively and assertively
- Allow student to voice their desires, opinions, and preferences



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Internal Locus of Control

The belief that one has control over outcomes that are important to his or her own life:

- Belief you have control over the outcomes in your life and your actions affect those outcomes
- Responsibility
- Internal locus of control
- External locus of control
- Provide opportunities for students to demonstrate and learn about behavior and performance



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Self-Efficacy & Efficacy Outcomes

Belief in one's own ability to succeed in specific situations or accomplish specific tasks:

- Believing you have the skills to succeed in a situation
- Internal locus of control
- Have students work problems out loud
- Ask open ended questions
- Positive reinforcement
- Display student's work
- Set realistic goals
- Observing others



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Self-Knowledge & Self-Awareness

Basic understanding of one's own strengths, needs, and abilities:

- Students are able to recognize their own strengths, limitations and abilities
- Have students identify their personality, learning, strengths and weaknesses
- Writing journals on limitations
- Role play/explain how everyone has their own abilities and different personalities



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Name:	
Today's Date:	

My Strengths

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My Interests

My Preferences

My Needs



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Name:	
Today's Date:	

My Strengths

What do I do well in school?
 What do I do well at home or in my community?
 What do other people say are my strengths?

My Interests

What do I like to do when I'm not in school?
 What activities or organizations do I enjoy participating in?
 What are my hobbies?

My Preferences

What works for me? What helps me be successful?
 Where do I see myself in the future:

- Living?
- Working?
- Doing for fun?

My Needs

What are the accommodations that help me?
 How can others help me?
 What are some things that are difficult for me?



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Fostering Independence for Low Incidence



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Joe



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Thomas

Name: _____ Address: _____ DOB: _____ Date: _____

i'm deter mind

My Strengths

My Interests

My Preferences

My Needs

Listening

Seeing

facebook

Homework

MORE TIME



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Name: _____ Address: _____ DOB: _____ Date: _____

i'm deter mind

My Strengths

My Interests

My Preferences

My Needs



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Name: Joshua Pierce
Address:

Date: Sept. 2012



My Strengths

- Public Speaking
- Positive outlook
- Good self-esteem
- Easy-going
- Athletic

My Interests

- Wrestling
- I'm Determined
- Working with children
- My religion
- Travel



My Preferences

- I would like to work in the White House
- I would like to be surrounded by friends and family

My Needs

- Accessibility in school, at home and for transportation
- Extra time on tests and assignments
- Assistance with some fine motor activities



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Name:
Address:
DOB:

Date:



My Strengths

Sports
Wii
Games
Math

My Interests

Watching Wrestling
Playing with wrestling toys
Playing Wii



My Preferences

Doing homework with my daddy

My Needs

Thinking in my brain, "I know how to do it."

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Noah Zimmerman



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Directly Teaching Skills

- Choice-making
- Problem-solving
- Self-awareness
- Self-management (self-monitoring, self-recording, self-graphing...)

Discuss with an elbow partner: How do you teach these component skills explicitly?



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Directly Teaching Skills

Self-Determined Learning Model of Instruction

- K-12th grade
- [SDKMI from KU](#)
- [Teachers Guide to Self-Determined Learning Model of Instruction: Early Elementary Version](#)

ChoiceMaker Curriculum Package

- 6th grade through adult
- [Zarrow Center](#)



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Self-Determined Learning Model of Instruction (SDLMI)

- All levels of disability
- Free and adaptable
- Ages K-12
- Link: [SDLMI from KU](#)
- Typically taught using teacher-directed instruction
- Provides teachers with a research-based method for teaching **goal-setting skills** to students
- Used to teach students with a range of disabilities across all grade levels (Agran, Blanchard, & Wehmeyer, 2000)



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Self-Determined Learning Model of Instruction (SDLMI)

- Mazzotti et al., (2012, 2013) Wehmeyer, Shogren, Palmer, Williams-Diehm, Little, & Boulton, (2013)
- Three phases:
 - Phase 1: Set a Goal
 - Phase 2: Take Action
 - Phase 3: Adjust Goal or Plan
- Used for setting academic, transition, and behavior goals



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Self-Determined Learning Model of Instruction (SDLMI)

Self-determination skills taught:

- Goal-setting
- Problem-solving
- Decision-making
- Self-regulation/self-management



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The Self-Determined Learning Model of Instruction: Student Questions - Phase 1 - Set a Goal

Name Rafael Date 10-3
(Date Phase 1 Began)

School XXXXXXXXXX

What is my goal? What class do you want to improve?

- ☒ English
☒ Math
☐ Social studies
☐ Science
☐ Other



Please answer the questions below.

1. What do I want to learn or improve on in (English & Math) class?
I want to learn how to pass all my classes so I don't have to go to summer school and miss vacation with my family, and so I can move on to the next campus.



2. What do I know about it now in (English & Math) class?
I have to pass my classes or I'll have to go to summer school. If I fail more than one class, I have to go to summer school for 2 semesters. I couldn't go on vacation with my family or move on to the next campus.



3. What must change for me to learn what I don't know in (English & Math) class?
I need to find out what I have to do for each class and use a planner to keep up with assignments. I need to learn to do time management. I need to attend tutorial. I might need to drop one after-school activity.



4. What can I do to make this happen?
I will learn to use my planner to record all assignments and due dates and use a daily "To Do" list to be sure I will pass all my classes and be promoted.



I have listed a specific, measurable activity for student question 4. This is my goal in English & Math class, the activity I will be working on during Phase 2 and Phase 3.

End of Phase 1 → Go on to Phase 2

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Harriet

Phase 1, Set a Goal

Name Harriet Date October 20

Problem to Solve: What is my goal?

1. What do I want to learn?

I want to learn my "+ -" math facts.

2. What do I know about it now?

I know how to add and subtract.

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

Stop watching so much television

4. What can I do to make this happen?

Study and write down the math facts I know and how much time I study.

End of Phase 1...Go on to Phase 2.

The Self-Determined Learning Model of Instruction:
Student Questions – Phase 2 – Take Action

Name Rafael Date 10-4
(Date Phase 2 Began)

School XXXXXXXXXX

What is my plan? Let's think about how to achieve the goal that you set.

Please answer the questions below.

5. What can I do to learn what I don't know?

I can meet with both teachers to find out what I need to do to bring up my grades. I can go to tutorials for extra help with the most important work. I will use my planner and "To Do" list every day.

6. What could keep me from taking action?

Forgetting to use the planner and "To Do" list, sleeping late and missing tutorials, TV, friends, not doing my work, getting bored, spending too much time on afterschool activities.

7. What can I do to remove these barriers?

Keep my planner in my backpack and always use it. Go to bed by 10pm. And use an alarm clock. Find a friend to study with. Set a reward for myself. If I pass the first 6 weeks, I can go to my favorite restaurant.

8. When will I take action?

My first day back – January 8th

End of Phase 2. I will start working on my plan and then go on to Phase 3.

End of Phase 2 Go on to Phase 3



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The Self-Determined Learning Model of Instruction:
Student Questions – Phase 3 – Adjust Goal or Plan

Name Rafael Date 1-20
(Date Phase 3 Began)

School XXXXXXXXXX

What have I learned? Let's think about whether or not you achieved your goal.

9. What actions have I taken?

I used my planner, but I did forget to write down a project. I turned in the Project late and lost points. I attended tutorials, but missed a few by oversleeping. I got a new girlfriend and spent a lot of time on the phone.

10. What barriers have been removed?

I dropped comic books club. I started using my planner for all meeting. Due dates, assignments, doctor's appointments, sports stuff. I also told my boss I couldn't work overtime this semester.

11. What has changed about what I don't know?

I passed English! I'm not sure about Algebra – I'm still a little behind.

12. Do I know what I want to know?

I have made progress on my grades improving.

Did I finish my goal? Please mark in the bubble ☐ Yes ☒ No

YES

How did I feel about the results?

Now I will go back to Phase 1 and set a new goal.

NO

I will look back at Phase 1 again. If the goal is still a good one for me, I will move on to Phase 2 to revise my plan. OR I can rewrite my same goal or change it to a new goal.



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Phase 2, Take Action

Harriet

Name Harriet Date October 25

Problem to Solve: What is my plan?

5. What can I do to learn what I don't know?

I know Practice my math facts.

6. What could keep me from taking action?

My friends, the television, or my little brother.

7. What can I do to remove these barriers?

Ignore friends, tv, and my brother and find a place to study that's quiet.

8. When will I take action?

When I get home from school today.

End of Phase 2... I will start working on my plan and then go on to Phase 3.

Phase 3, Adjust Goal

Harriet

Name Harriet Date December 5

Problem to Solve: What have I learned?

9. What actions have I taken?

I sat down and practiced. I used flash cards.

I found a place and some time to study.

11. What has changed about what I don't know?

I know almost all of my math facts.

12. Do I know what I want to know?

Yes

Here's how I feel about what I did!

I feel good!

AIR Self-Determination Scale

- **Developed by:** (Wolman, Campeau, DuBois, Mithaug, & Stolarski, 1994)
- **Target population:** all school-age students with and without disabilities
- **Measures:** choice-making, self-regulation, self-awareness, self-advocacy, goal setting & planning
- **Data collection options:** rating scales for teacher, parent, and student
- **Price:** free
- **Link:** [AIR Self-Determination](#)



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Self-Determination Inventory

- **Developed by:** Shogren, Wehmeyer, Little, Forber-Pratt, Palmer, & Seo (2017)
- **Target population:** all school-age students with and without disabilities
- **Measures:** volition action (i.e., autonomy, self-initiation), agentic action (i.e., self-direction, pathways thinking, self-regulation), and action-control beliefs (i.e., psychological empowerment, self-realization, control expectancy)
- **Data collection options:** rating scales for teacher, parent, and student
- **Price:** free
- **Link:** [Self-Determination Inventory](#)



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More Ideas to Incorporate SD

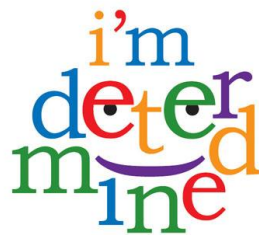
- Have students set daily goals in the classroom that tie to learning objectives
- Allow them the monitor their own behavior
- Wait for/teach them to ask for help
- Offer opportunities throughout the day for students to make choices



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Self-Determination: Secondary Template



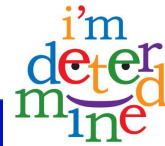
Student-Involvement in the IEP
Secondary Template



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Welcome to My IEP Meeting



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INVITED GUESTS



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I'm here because...

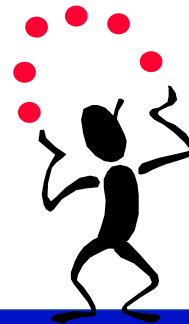


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My disability is called

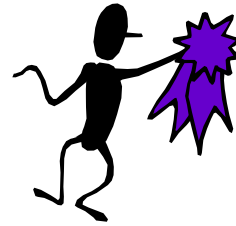
This means...



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These are my strengths!



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These are my limitations...



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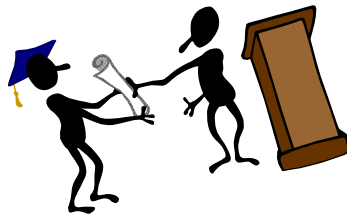
My plans for the future



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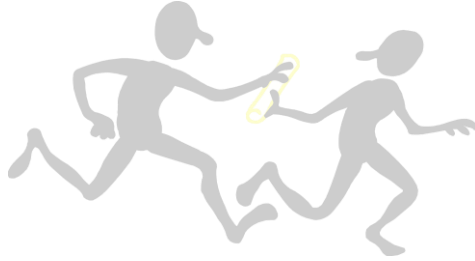
My education goals



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This is how you can help me...



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My Learning Preferences



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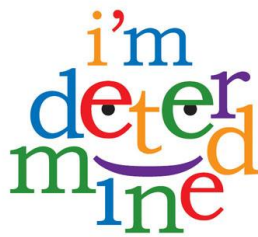
I'm glad you came!



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Self-Determination-Elementary Template



**Student-Involvement in the IEP
Elementary Template**



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Welcome To My School Plan Meeting (IEP)

By:



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These Are The People I Invited:



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All About Me...

- Family
- Friends
- Teachers
- Classmates
- My pet



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In My School...

I like these classes:

I don't like these classes:



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What I Like

What I like:

What I don't like:



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When I Grow Up I Want To...

- Be:
- Live:
- Have:
- See



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How You Can Help Me Make Plans For My Future.

What I need to:

- Learn:
- Make good choices:
- Understand
- Enjoy



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My Goals For This Year...



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My Goals For When I Grow Up...



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**Thanks For Coming To My School Plan Meeting
(IEP)!**



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**Self-determination
is the “*ultimate goal
of education.*”**

Halloran, 1993



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Thank You



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