

A hiker with a backpack stands on a large rock, arms outstretched, overlooking a vast mountain range under a cloudy sky. The hiker is wearing a white t-shirt, black shorts, and a backpack. The background features snow-capped mountains and a dense forest of evergreen trees.

# Promoting Self-Determination

Michael L. Wehmeyer



# Promoting Self-Determination

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- ❑ Instruction on component elements of self-determination;
- ❑ Self-determination curricula and assessment materials;
- ❑ Student-directed planning materials



# Principal of Partial Participation

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- Even if a person cannot acquire all the skills that are required to function independently in an environment, he or she should have access to that environment and enabled to learn those skills that they are able to acquire.



# Component Elements of Self-Determined Behavior

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- Choice-making
- Decision-making
- Problem-solving
- Goal setting and attainment
- Self-advocacy
- Self-observation, evaluation and reinforcement
- Internal locus of control
- Positive attributions of efficacy and outcome expectancy
- Self-awareness
- Self-knowledge



# Choice Making

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- Making a choice =
  - Indicating a preference
  - Between two or more options

# Barriers to Choice Making for Students with Disabilities

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- Students have few opportunities to learn about preferences based on personal experiences.
- Students with communication impairments may not be able to express preferences in traditional ways.
  - Problem behavior as an expression of preference.
- Educators and family members have not conducted a systematic analysis of preferences.
- Students with intensive support needs may need to learn how to make a choice.
  - May have learned “other” means of expressing preferences or making choices.



# Choice Making

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- People's preferences change. Just because a student liked something at one time doesn't mean he or she will like it at another time.
  - Assess frequently.



# Promoting Problem-Solving

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- Three focal points:
  - problem identification;
  - problem explication and analysis;
  - problem resolution.
  
- Should occur within environments that emphasize;
  - student's capacity to solve problems;
  - promote open inquiry and exploration
  - encourage generalization.



# Promoting Decision-Making

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Most models of decision making incorporate the following steps:

- ❑ listing relevant action alternatives;
- ❑ identifying possible consequences of those actions
- ❑ assessing the probability of each consequence occurring (if the action were undertaken);
- ❑ establishing the relative importance (value or utility) of each consequence;
- ❑ integrating these values and probabilities to identify the most attractive course of action.



# Goal Setting and Attainment

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- Instructional efforts to promote goal setting and attainment should focus on:
  - Goal identification and enunciation
  - Developing objectives to meet goals;
  - Identifying actions necessary to achieve goals;
  - Tracking and following progress on goals.
- Participation in educational planning and decision-making as ideal generalization mechanism.



# Promoting Self-Advocacy Skills

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- Skills needed to advocate on one's own behalf;
- Will focus on two common threads;
  - how to advocate;
  - what to advocate;
- Particularly important during secondary education, should be tied directly to educational planning meeting.



# Promoting Self-Advocacy Skills

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- How to advocate:
  - rights and responsibilities;
  - assertiveness vs. aggressiveness;
  - communicating effectively (one-on-one, small group)
  - negotiation, compromise and persuasion;
  - effective listening;
  - basic leadership and team skills



# Student-Directed Learning Strategies

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- Student-directed learning strategies, alternatively referred to as self-regulated learning or self-management strategies, involve teaching students to modify and regulate their own behavior.
- Student-mediated (vs. teacher-mediated, peer-mediated or technology-mediated) learning.
- Self-instruction, antecedent cue regulation, self-monitoring, self-reinforcement, self-evaluation.

# Promoting Perceptions of Control and Efficacy

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## □ Instructional

- Providing opportunities to make choices day in and day out;
- Honoring and supporting choices and decisions;
- Help children distinguish outcomes due to ability, effort and chance;
- Provide opportunities for success;
- Failure is mitigated and becomes learning experience;

# Promoting Perceptions of Control and Efficacy

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- Learning environment;
  - not too rigidly structured;
  - encourages student self-sufficiency;
  - opportunities for choices available in environment;
- Examine teacher control orientation

# Promoting Self-Awareness and Self-Understanding

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- recognition and identification of physical and psychological needs, and how to meet those needs;
- identify and communicate own interests, beliefs and values;
- understand and accept individual differences;
- handling frustration and stress



# The Role of Families in Promoting Self-Determination

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- Walk the tightrope between protection and independence. Allow your son or daughter to explore his or her world.
- Encourage your child to ask questions and express opinions. Involvement in family discussions and decision-making sessions is one way of providing this opportunity to learn.
- Recognize the process of reaching goals, don't just emphasize outcomes.

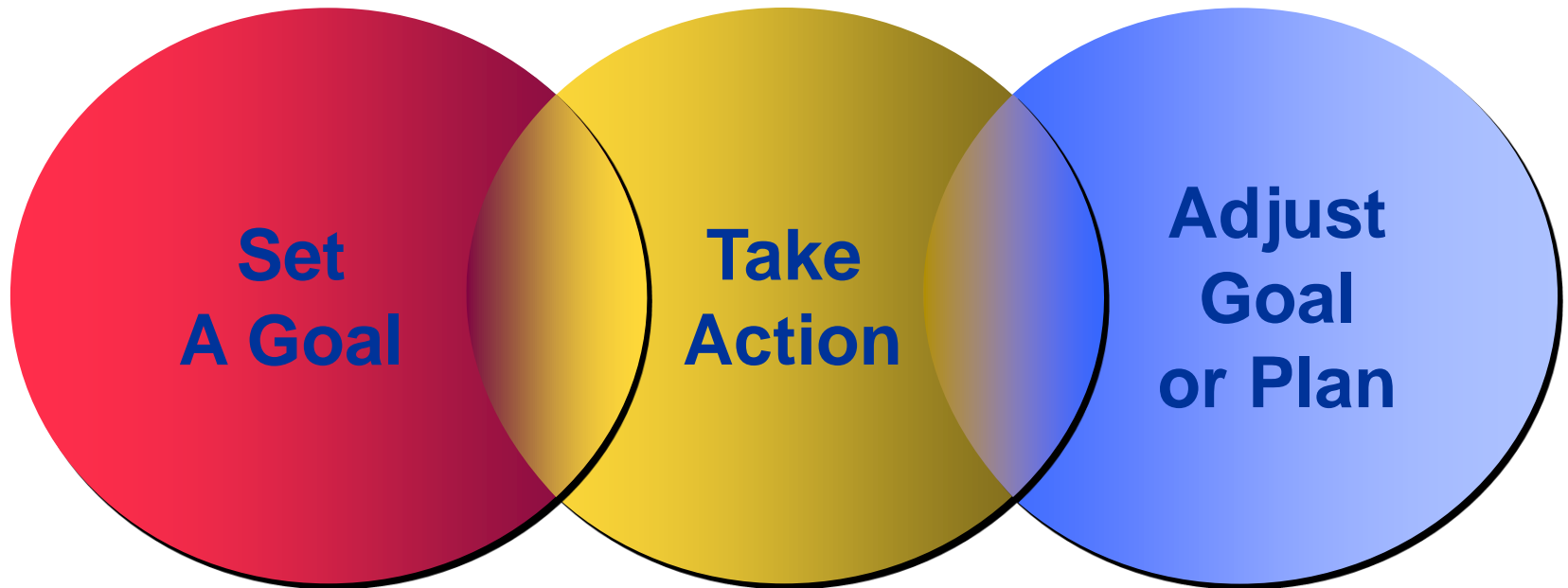
# The Role of Families in Promoting Self-Determination

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- Schedule opportunities for interactions with children of different ages and backgrounds.
- Have high expectations for your son or daughter.
- Don't leave choice-making opportunities to chance. Take every opportunity to allow your child to make choices; what she wears, what is served for dinner, or where the family goes for vacation.

# Self-Determined Learning Model of Instruction

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# Instructional Process for SDLMI

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- Each phase has a problem to solve
  - Phase 1: What is my goal?
  - Phase 2: What is my plan?
  - Phase 3: What have I learned?
- The problem in each phase is solved by answering a set of four questions.
- The questions change based on the problem to be solved, but they represent the four steps in any problem solving process:
  1. Identify the problem
  2. Identify potential solutions to the problem
  3. Identify barriers to solving the problem
  4. Identify consequences of each solution

# Advantages of Model

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- Valid means of teaching students educationally relevant goals.
- Promotes student self-determination, problem-solving, goal setting skills.
- Enhanced motivation
  - Fisher and colleagues findings that the act of choosing is, in and of itself, reinforcing.
  - Sailor and colleagues ‘hypothesis of functional competence’ suggests that motivation factor implicit in the mere act of ‘causing something to happen.’

# Self-Determined Career Development Model

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# Efficacy of Interventions to Promote Self-Determination

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- Data exists to support the efficacy of the following interventions/programs:
  - Steps to Self-Determination (Hoffman & Field, 1995)
    - Published by ProEd (<http://www.proedinc.com>)
  - TAKE CHARGE for the Future
    - Contact Dr. Laurie Powers at the University of Portland
  - Self-Determined Learning Model of Instruction (Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000)
    - Beach Center web site (<http://www.beachcenter.org>)



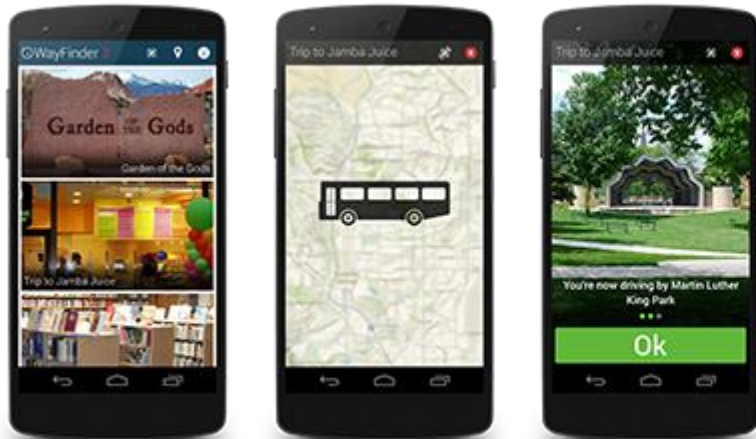
# Personal Support Technologies

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- ◆ Memory Aiding Prompting Systems
- ◆ Animated Teaching/Learning Tools
- ◆ Adapted Web Browsers and Picture Based e-mail
- ◆ Smart environment supports



# Prompting and Wayfinding Devices

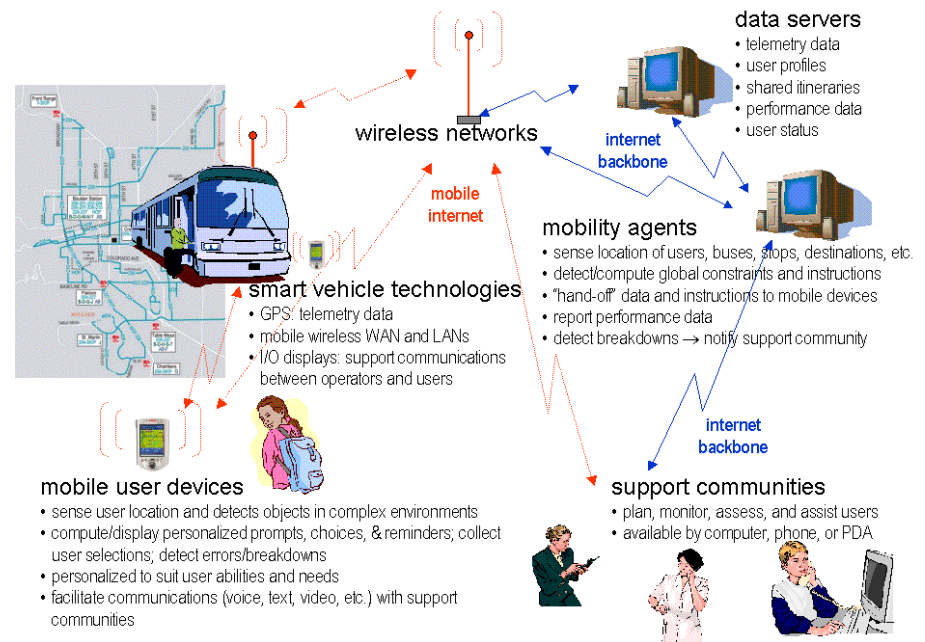


These mobile prompting devices are context-aware and linked to monitoring support.



Computationally enhanced prompting systems can assist individuals with cognitive disabilities in daily tasks such as cooking, taking medications, performing personal hygiene, and taking public transportation.

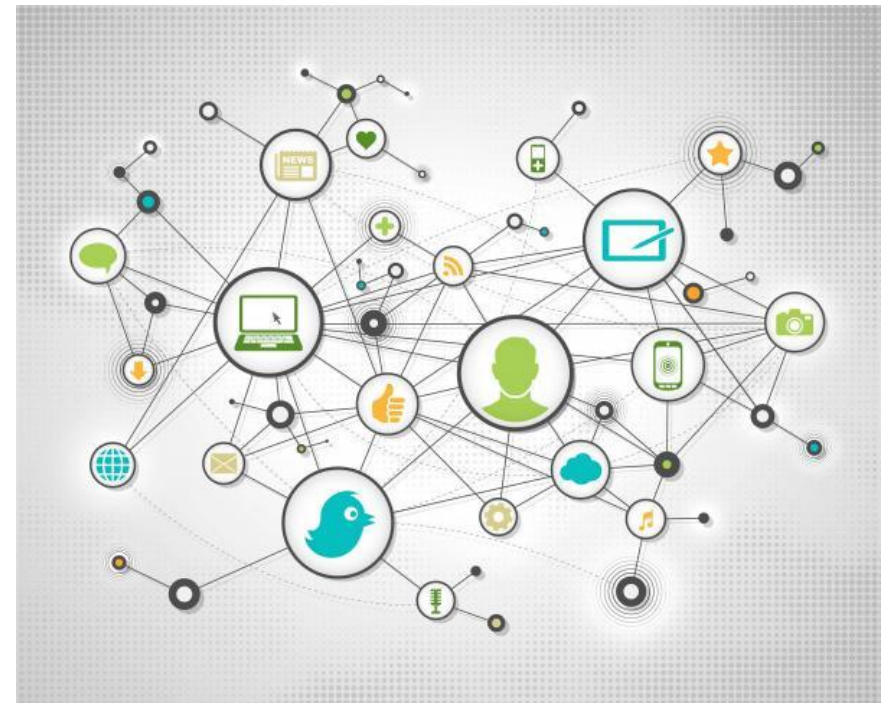
# Smart Home and Transportation Systems



Source: Gerhard Fischer/Jim Sullivan, University of Colorado, Department of Computer Science.

# 21<sup>st</sup> Century Supports

- Smartphones, iPads, & Tablet PCs
- Cloud-based apps
- 3D Printing
- The Internet of Everything





A person with a backpack stands on a large rock, arms outstretched, overlooking a vast mountain range under a blue sky with white clouds. The person is wearing a white t-shirt, black shorts, and a backpack. The background features rugged mountains with patches of snow and a dense forest of evergreen trees in the foreground.

# Promoting Student Involvement

# Efficacy of Efforts to Promote Student Involvement

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- Data exists to support the efficacy of the following interventions/programs:
  - Next S.T.E.P. (Halpern, et al., 1997)
    - Published by ProEd (<http://www.proedinc.com>)
  - Self-Directed IEP (Martin, Huber Marshall, Maxon, & Jerman, 1997)
    - Published by Sopris West (<http://www.sopriswest.com/>)
    - Information on Zarrow Center at OU website (<http://education.ou.edu/zarrow/>).

# Efficacy of Efforts to Promote Student Involvement (cont.)

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- Data exists to support the efficacy of the following interventions/programs:
  - Self-Advocacy Strategy (VanReusen et al., 2002).
    - Contact University of Kansas Center for Research on Learning (<http://www.ku-crl.org/>).
  - Whose Future is it Anyway? (Wehmeyer et al., 2005).
    - Available online at OU Zarrow Center (<http://education.ou.edu/zarrow/>).

# Whose Future is it Anyway?

2<sup>nd</sup> Edition, 2004

Wehmeyer, Lawrence, Kelchner,  
Palmer, Garner & Soukup

## Whose Future Is It *Anyway?*

### Coach's Guide

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Wehmeyer, Lawrence, Garner,  
Soukup & Palmer, 2004

Free download on [www.beachcenter.org](http://www.beachcenter.org)  
or National Gateway to Self-Determination

– Resource Guide

<http://www.aucd.org/ngsd/>

## WHOSE FUTURE IS IT *ANYWAY? 2<sup>nd</sup> Edition*

A STUDENT-DIRECTED TRANSITION PLANNING PROCESS



Michael Wehmeyer  
Margie Lawrence  
Kathy Kelchner  
Susan Palmer  
Nancy Garner  
Jane Soukup

Revised 2004



# Introduction

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- ❑ Provides opportunities for students to explore issues of self-awareness and acquire skills in problem-solving, decision-making, goal-setting, and small group communication.
- ❑ Outcome from process is that students learn the skills they need to play a meaningful role in their transition planning process.
- ❑ Materials are written for the student as the end-user and the process is “student-directed.”



# What is Student-Directed?

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- The student is the primary audience for the materials and is responsible for moving through the materials;
- The key to student-directed is that the student retains control over his or her learning process, even when others (teachers, parents, peers) participate.
- Not the same as independent performance. That is, students will vary a great deal in the degree to which they can work through the materials independently. Factors which influence this include:
  - Reading or writing skills;
  - Confidence in working alone or in small groups;
  - Practice with self-directed instruction.



# What is the Student's Role?

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- Work through materials as independently as possible;
- Complete activities and actions;
- Seek out resources and supports that will enable them to succeed.



# What is the Teacher's Role?

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## □ Facilitator

- Do what it takes to enable student to succeed;
- Provide accommodations and support;

## □ Teacher

- Share expertise in promoting learning;
- Source of information about education;

## □ Advocate

- Communicate to students that they can succeed;
- Work collaboratively with student to achieve shared goals.



# Whose Future is it Anyway?

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- ❑ Student-directed transition planning process.
- ❑ Designed to enable students to take a greater role in their transition planning process.
- ❑ 36 sessions, at approximately 1 hour per session;
- ❑ Written at 4th grade reading level for adolescents with mild mental retardation and learning disabilities;
- ❑ Student materials include Coach's Guide
- ❑ Six content areas



# Whose Future? Six Content Areas

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- Getting to know YOU;
- Making Decisions;
- How to get what you need, Sec. 101;
- Goals, Objectives and the Future;
- Communicatin' (Or I thought you said he said she said?);
- Thank you, Honorable Chairperson.

# Resources: Websites

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- OU Zarrow Center website
  - <http://education.ou.edu/zarrow/>
- KU Beach Center on Disability website
  - <http://www.beachcenter.org/>
- National Gateway to Self-Determination
  - <http://www.aucd.org/ngsd>