Student Involvement, and SD Assessment in Educational Planning

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Agenda

- What is Self-Determination?
- What are the traits of a Self-Determined Person?
- Why is Self-Determination Important?
- How to Assess Self-Determination Skills?

UN General Assembly (1991)

Self-Determination As A Right

All people have the right to self-determination. By virtue of that right, they must be free to pursue their economic, social, and cultural development.

This Means

Self-Determination empowers groups of people to take control of their own affairs and direct their own futures.

Self-Determined People Will

- Make choices and set goals based upon an understanding of their interests, skills, and limits
- Express their goals to help build support
- Establish a plan to attain their goal
- Evaluate their plan
- Adjust their goal or plan

Martin & Huber Marshall, 1993

Consensus Definition

Field, Martin Miller, Ward, & Wehmeyer (1998) consider self-determination as

- a set of skills, knowledge, and beliefs that facilitate individuals' engagement in goal-directed, self-regulated behavior.

Functional Model of Self-Determination

Wehmeyer (2006)

Self-Determined behavior refers to

"volitional actions that enable one to act as the primary *causal agent* in one's life and to maintain or improve one's quality of life"

Self-determined people act with authority to make or cause something to happen in their lives.

Shogren & Wehmeyer

SD Exists As A General Psychological Construct Within theories of Human Agentic Behavior

Self-determined people act in service to freely chosen goals

Self-determined actions function to enable a person to be the causal agent in his or her life

Shogren et al. Continued

Self-Determined Action

- Volitional action: self-initiation and autonomy
- Agentic action: people act in service of their goals, and self-regulate actions to attain goals

Component Elements of Self-Determined Action

- Make choices
- Express preferences
- Solve problems
- Set and attain goals,
- Self-advocate
- Acquire self-awareness and self-knowledge

Self-Determined Learning Theory

Adaptation to changes is when self-determined people learn.

Impact of Self-Determination Skills

- Students with greater self-determination skills
  - Do better academically in high school
  - Have higher rates of enrollment in and completion of postsecondary educational experiences
  - Have higher rates of employment
- SD skills facilitates attainment of almost any postsecondary transition goal

SD Skill Acquisition Is a Product of Opportunity to Learn and Practice

Quality Self-Determination Instruction Begins with Meaningful SD Assessment

Transition & The Courts

Prince, Plotner, & Yell (2014) examined district court findings and recommend

- Use multiple assessments across transition domains
- DO not solely use informal assessments
  - This means at least one transition assessments need supporting validity evidence
- Maximize student participation in the transition planning process

Self-Determination Assessments

- ChoiceMaker SD Assessment
- AIR SD Assessment
- SD Inventory
- TAGG

These Have Ample Validity Evidence

ChoiceMaker Continued

- User Rates
  - Student Skills
  - Opportunity at School to Learn and Practice Skill
- Graphic profile depicts results by constructs
- Matrix identifies strengths and needs
- Cost: Free from OU Zarrow Center website

SECTION 2: Expressing Goals

	Student Skills (Does the student do this?) (not at all) (100%)	Opportunity at School (Does school provide structured time?) (not at all) (100%)
D. Student Leading Meeting		
D1. Begin meeting by stating purpose	0 1 2 3 4	0 1 2 3 4
D2. Introduce participants	0 1 2 3 4	0 1 2 3 4
D3. Review past goals and performance	0 1 2 3 4	0 1 2 3 4
D4. Ask for feedback	0 1 2 3 4	0 1 2 3 4
D5. Ask questions if you don't understand	0 1 2 3 4	0 1 2 3 4
D6. Deal with differences in opinion	0 1 2 3 4	0 1 2 3 4
D7. State needed support	0 1 2 3 4	0 1 2 3 4
D8. Close meeting by summarizing decisions	0 1 2 3 4	0 1 2 3 4
	Subtotal ____	Subtotal ____
E. Student Reporting		
E1. Express interests (from A1-3)	0 1 2 3 4	0 1 2 3 4
E2. Express skills and limits (from B1-3)	0 1 2 3 4	0 1 2 3 4
E3. Express options and goals (from C1-3)	0 1 2 3 4	0 1 2 3 4
	Subtotal ____	Subtotal ____
	TOTAL (D+E) ____	TOTAL (D+E) ____

1. Began meeting by introducing everyone	0 1 2 3 4
2. Stated the purpose of the meeting	0 1 2 3 4
3. Reviewed past goals	0 1 2 3 4
4. Asked questions if didn't understand	0 1 2 3 4
5. Dealt with differences in opinion	0 1 2 3 4
6. Stated needed support	0 1 2 3 4
7. Described postsecondary goals	0 1 2 3 4
8. Described annual transition goals	0 1 2 3 4

ChoiceMaker Profile

- Mark total points from each section
- Middle numbers total points
- Color column to line
- Left side provides percent of self-determination points by section
- Pre-post test from start to end of school year.

Part III: ChoiceMaker Curriculum Matrix

Instructions Circle each objective that you marked "0," "1," or "2" on the "Student Skills" portion of Part I. Consult the lesson for each objective circled.

Strands	Teaching Goals	Teaching Objectives							
1. "Choosing Goals"	A. Student Interests	A1. Express education interests	A2. Express employment interests	A3. Express personal interests					
	B. Student Skills & Limits	B1. Express education skills & limits	B2. Express employment skills & limits	B3. Express personal skills & limits					
	C. Student Goals	C1. Indicate options & choose education goals	C2. Indicate options & choose employment goals	C3. Indicate options & choose personal goals					
2. "Expressing Goals"	D. Student Leading Meeting	D1. Begin meeting by stating purpose	D2. Introduce participants	D3. Review past goals & performance	D4. Ask for feedback	D5. Ask questions if you don't understand	D6. Deal with differences in opinion	D7. State needed support	D8. Close meeting by summarizing decisions
	E. Student Reporting	E1. Express interests (from A1-4)	E2. Express skills & limits (from B1-4)	E3. Express options & goals (from C1-4)					
3. "Taking Action"	F. Student Plan	F1. Break general goals into specific goals that can be completed now	F2. Establish standards for specific goals	F3. Determine how to receive feedback from environment	F4. Determine motivation to complete specific goals	F5. Determine strategies for completing specific goals	F6. Determine support needed to complete specific goals	F7. Prioritize & schedule to complete specific goals	F8. Express belief that goals can be obtained
	G. Student Action	G1. Record or report performance	G2. Perform specific goals to standards	G3. Obtain feedback on performance	G4. Motivate self to complete specific goals	G5. Use strategies for completing specific goals	G6. Obtain support when needed	G7. Follow schedule	
	H. Student Evaluation	H1. Determine if goals are achieved	H2. Compare performance to standards	H3. Evaluate feedback	H4. Evaluate motivation	H5. Evaluate effectiveness of strategies	H6. Evaluate support used	H7. Evaluate schedule	H8. Evaluate belief
	I. Student Adjustment	I1. Adjust goals if necessary	I2. Adjust or repeat goal standards	I3. Adjust or repeat method for feedback	I4. Adjust or repeat motivation	I5. Adjust or repeat strategies	I6. Adjust or repeat support	I7. Adjust or repeat schedule	I8. Adjust or repeat belief that goals can be obtained

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Circle Items scored with a 0, 1, or 2 score

- These become needs
- Convert needs into annual transition goals

ChoiceMaker Self-Determination Curriculum Strands, Goals, and Modules

Strand	Teaching Goals	Modules
1. *Choosing Goals*	A. Student Interest B. Student Skills & Limits C. Student Goals	• *Choosing Education Goals* • *Choosing Employment Goals* • *Choosing Personal Goals*
2. *Expressing Goals*	D. Student Leading Meeting E. Student Reporting	• *Self-Directed IEP*
3. *Taking Action*	F. Student Plan G. Student Action H. Student Evaluation I. Student Adjustment	• *Take Action*

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Your Turn

Complete the ChoiceMaker SD Assessment on a Student

AIR Self-Determination Assessment

Three Versions

- Educator
- Parent
- Student

Validity Evidence

- http://education.ou.edu/zarrow

Cost: free

AIR Domains

- Knowledge of SD Behaviors
- Ability to Perform SD Behaviors
- Perception of Knowledge & Ability to Perform SD Behaviors
- Opportunity to Perform SD Behaviors at School
- Opportunity to Perform SD Behaviors at Home

Example Present Level of Achievement Using the AIR Self Determination Assessment

- Current Assessment Data
  - Bill obtained a 48% on the AIR Educator Self-Determination Assessment given on 11-8-18.
- Strengths
  - Knows own ability and limitation and can express these
  - Set goals
- Needs
  - engage in educational planning process and meetings
  - Learn goal attainment skills

Annual Transition Goal: Education/Training

Goal

- Bill will increase his overall self-determination score from 48% to 75% as measured on the AIR self-determination assessment.

Objective/Benchmark

- To demonstrate leadership at ARD meetings, Bill will increase his scores on the Expressing Goals section of the ChoiceMaker Self-Determination Assessment from 20% to 90%.
- Bill will develop and implement a weekly goal attainment plan to attain two or more ARD goals by successfully completing 90% or more of the Take Action Goal Attainment process.

ARC Self-Determination Assessment

- Student Version Only
- Must use the manual to score
- Cost: free
- Available at http://education.ou.edu/zarrow

Field and Hoffman SD Assessment

- Based upon their conceptualization of SD
- Research Based
- On-Line Assessment
- Cost: $3.50 (must order at least 10)
- http://www.ealyeducation.com

More than Just a Self-Determination Assessment

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TAGG.OU.EDU/TAGG

Who?

- TAGG Designed to Assess
  - Secondary-aged students with ARDs who plan to be competitively employed and/or enrolled in further education after graduation
- Each TAGG set includes 3 versions
  - Student
  - Family
  - Professional

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TAGG Constructs

- Strengths and Limitations
- Disability Awareness
- Student Involvement in the ARD
- Persistence
- Goal setting and attainment
- Interacting with Others
- Employment
- Support Community

Reading Level

Versions and Format

- Written & Audio In English & Spanish
- Written Traditional or Simplified Chinese

Validity Evidence

- TAGG has ample validity evidence
- Norm-referenced transition assessment
- Solid Factor Structure
- Reliable Results (Internal and Test-Retest)
- Constructs Predictive of Post-High School Education and Employment

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Standards for Educational and Psychological Assessment

- Guided TAGG Development

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Transition Assessment And Goal Generator (TAGG)

Assessment For Tyrus Thompson

General Instructions

For each statement, think about the student's behaviors over the last year. Rate on a scale of 1 to 5 how well you think each statement best describes the student's behavior.

1 = rarely performed the action within the past year
2 = performed the action a few times or did not do well when performing the action
3 = performed the action several times or did a fair job of completing this action
4 = performed the activity many times or did a good job of competing this action
5 = performed this activity often or was successful at completing this action

▶ Play Audio ▶ Play ASL Video

Strengths and Limitations

Students express personal areas of mastery and limited ability. The student may not use correct terminology but is able to describe strengths and non-disability related limitations, and how the strengths and limitations affect him or her. The student identifies situations in which successes and failures may occur. Successful students are able to describe personal strengths and limitations, but may not use correct terminology.

▶ Play Audio ▶ Play ASL Video

1. The student told someone what he or she does well.

▶ Play Audio ▶ Play ASL Video

Rarely				Often
1	2	3	4	5
○	○	○	○	○

2. The student told someone what he or she has trouble doing.

▶ Play Audio ▶ Play ASL Video

Rarely				Often
1	2	3	4	5
○	○	○	○	○

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Student: Chad Bailey **AGE:** 30 **SEX:** Male **Grade:** 11

ID: chadtest1 **Date:** 2013-02-28 19:29:14 **School:** University of Oklahoma

The Transition Assessment and Goal Generator (TAGG) measures eight areas of behaviors associated with education and employment beyond high school. The scales below describe each of the eight areas of behavior and this student's performance in those areas.

Overall

Strengths and Limitations

Disability Awareness

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Strengths and Limitations (Based on Family Responses)

The student will identify, in a mock interview, three tasks he or she has trouble doing and what would help to complete the tasks with 100% accuracy.

In a class presentation, the student will demonstrate three strategies he or she has used to compensate for limitations, scoring at least a 90% on the teacher-made presentation rubric.

Goal Setting and Attainment (Based on Student Responses)

After the student completes one transition goal, he or she will report progress to the IEP team and offer suggestions for the next transition goal at the next IEP meeting with 100% accuracy.

At the IEP meeting, the student will recall at least one transition goal and describe how the goal will help to meet his or her postsecondary goal with 90% accuracy as measured by a teacher-made rubric.

Employment (Based on Professional Responses)

The student will report to the class three unpaid jobs that he or she completed for family members and identify how two or more skills learned can be applied to a paid job with 100% accuracy as measured by a teacher-made rubric.

After completing two internships, the student will present to the class three or more of his or her job preference likes and dislikes with 100% accuracy as measured by a teacher-made rubric.

Purpose

Assess non-academic skills associated with post-school further education, employment and independent living of students with significant cognitive disabilities

To provide ARD team student strengths, needs, a written summary, and annual transition goal and objectives to facilitate writing I-13 compliant ARDs

Features

- Professional, Parent, and Student Versions
- Assess terminal behaviors and experiences found predictive of improved post-school outcomes
- Identified terminal behavior needs will cascade into sequenced list of objectives

More Features

- Written Results Summary
- Graphic Norm-Referenced Profile
- Lists Greatest and Relative Strengths
- Lists Greatest and Relative Needs
- Recommended Annual Goal and Objectives for Greatest and Relative Needs, and for Relative Strengths

Need to Validate TAGG-A

- Need Participating Teachers for Validation Study
  - Complete Teacher Version and Demographic
  - Assist Students To Complete Student Version (as appropriate)
  - Facilitate Parent Completion of Parent Version
  - Students and Parent Receive Gift Card
  - Educators Receive Cash Payment for Time and Effort
  - Interested
    - Use Sign-Up Sheet and/or
    - Email Lori.hodge@sri.com

Questions