NCSET Teleconference

Promising Practices in Supporting Student Development of Self-Determination Skills

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1:00 - 2:00 Central Time
Presenters

- Sheila Gritz, Self-Determination Initiative Coordinator
  The Transition Center at the University of Florida
- Frank Roder, Behavior Specialist
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- Robert Aguis, Principal
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Florida’s History

- 1994 - 1998: Model Projects (Florida’s Blueprint for School to Community Transition)
  - Positive Outcomes
  - Supporting Research
- 1998 - 2004: Florida’s Self-Determination Initiative
  - Awareness
  - Implementation
  - Research
Self-Determination Initiative: Goals

- To increase awareness of self-determination constructs, practices, curricula, assessments, resources, and outcomes among transition stakeholders
- To initiate and expand classroom instruction and dissemination of information in the area of self-determination
- To improve students’ school and post-school outcomes through increased knowledge and application of self-determination skills
Self-Determination Initiative: Activities

- Annual statewide/regional training events
- District specific workshops
- Dissemination of curricula, assessments, and resources
- Presentations at statewide transition-related conferences
- Technical assistance
- Products (*Dare to Dream/Standing Up for Me*)
- Research
Self-Determination Initiative: Strategies

Gaining Buy-in and Support

- Autonomy to choose models, curriculum, assessments, and activities
- Indicators for Developing Quality Individual Educational Plans
- Supporting course requirements
- Course description (Draft 2004)
- Correlation to Florida’s Sunshine State Standards and Sunshine State Standards for Special Diploma
- Addition to State Board of Education Rules
- Integrated into existing coursework
Self-Determination Initiative: Outcomes

- Increase in school districts reporting one or more practices related to self-determination
  - 1998 (11 school districts)
  - 2000 (24 school districts)
  - 2002 (41 school districts)
Self-Determination Initiative: Future

2004 and Beyond

- Continue annual statewide or regional training
- Facilitate annual follow-up meetings
- Conduct trainer and teacher implementation evaluations in the fall of 2004, quarterly thereafter
- Pilot evaluations to assess the effectiveness of *Standing Up for Me* in 2004 - 2005
- Develop and implement exit surveys and post-school follow-up to assess the impact of self-determination on student outcomes
Self-Determination Initiative: Future

2004 and Beyond

- Develop supplemental modules to *Standing Up for Me* to address transition health care
- Develop new complementary products to address AIPs and facilitate instruction in the general curriculum
State Resources

- **Websites**
  - www.myfloridaeducation.com/commhome/
  - www.thetransitioncenter.org
  - The Florida Transition Website for Students and Families (under construction)

- **Products**
  - *Dare to Dream Revised* (1999)
  - *Dare to Dream Training Materials* (Draft)
  - *Dare to Dream Adult* (2004)
  - *Self-Determination Information Brief* (Draft)
Development of Self-Determination Skills

- Program Overview
- *Standing Up for Me*
  - Understanding the IEP
  - Self-Directed IEP Skills
  - Follow-Up
- Goal Setting (Goal for the Week, Goal for the Quarter)
Student Outcomes

- Increased involvement of students in the planning of their education and lives
- Improved self-advocacy skills
- Greater capacity to set goals and develop a plan for accomplishing goals
How Strategies are Working

- Transition to high school
- Transfer of skills
- Campus activities
Self-Determination: Making A Difference

- Marchman Technical Education Center Overview
- Campus Perceptions and Atmosphere
- Student Outcomes
  - Behavior
  - Self-Esteem
  - Communication Skills
Self-Determination Skills: Advantages

Teacher
- Increased student input regarding interests, preferences, needs, and goals
- Greater student involvement in IEP meetings and educational decision making
- Less time in IEP meetings

Student
- Greater involvement and ownership in educational decision making
- Improved behaviors
- More likely to achieve positive outcomes
Self-Determination Skills: Advantages

- **Parent**
  - Improved student/parent relationships
  - Greater parental involvement and interest

- **Administrator**
  - Positive climate
  - Reduced number of referrals
  - Increased time on task
  - Cue student using skills learned
Self-Determination: District Outcomes

- History
- District Commitment
- Teacher Autonomy
- Current Status
  - Encouraged, but not required to teach self-determination skills
  - Freedom to teach self-determination in any course
Reconciliation of Practices with Standards

- Self-Awareness
- Self-Advocacy
- Self-Efficacy
- Decision Making
- Independent Performance
- Self-Evaluation
- Adjustment
  - Martin & Marshall, 1995

- Know Yourself
- Value Yourself
- Plan
- Act
- Experience Outcomes & Learn
  - Field & Hoffman, 1994
Questions and Answers
For additional information:

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