

NCSET Teleconference

Promising Practices in Supporting Student
Development of Self-Determination Skills

August 19, 2004

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)*
- *Standing Up for Me (2004)*

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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