



Looking *forward*

Living now!

Sharon Field, Ed.D.

contact: sharon.field@wayne.edu

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Seminar for Academic Achievement

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[Session Overview]

- What is self-determination?
- Why is self-determination important?
- How do Learning Disabilities and ADHD affect an individual's self-determination?

Session Overview

- What can individuals do to increase their capacity for and their experience of self-determination?
- What can schools do to help students become more self-determined?
- How can parents support student self-determination?



Thinking about transition.....

- Think back to a major change in your life

What kinds of feelings did you experience?

What did people who were paid to help you do that was helpful? How did they get in your way?

What did family and friends do that was helpful? How did they get in your way?

[What is self-determination?]

- What words come to mind when you hear the phrase self-determination?

Foundation for the self-determination “movement”

- Research on motivation
- Special education federal and state initiatives
- Positive psychology research and practice

Self-Determination Definitions

“To be self-determined is to endorse one’s actions at the highest level of reflection. When self-determined, people experience a sense of freedom to do what is interesting, personally important and vitalizing.”

Edward Deci and Richard Ryan
www.selfdeterminationtheory.org

Self-Determination Definitions

“One’s ability to define and achieve goals based on a foundation of knowing and valuing oneself”

Field & Hoffman, 1994

Self-Determination Definitions

“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, 2001

Self-Determination Definitions

- Synthesis Definition

“Self-determination is a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one’s strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. 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, p. 2)

High School Students' Definitions of Self-Determination

- *Self-determination is taking charge.*
- *Self-determination is being confident in you!*
- *Self-determination keeps me motivated.*
- *Self-determination is when you are making new opportunities.*
- *Self-determination brings the future to us.*

Research on Motivation

Ryan & Deci (2000) Theory of Self-Determination

- A basic need (physical or psychological) is an energizing state that, if satisfied, conduces toward health and well-being, but, if not satisfied, contributes to pathology and ill-being. (p. 74)
- The basic needs for “**competence, autonomy and relatedness**” must be satisfied across the lifespan for the individual to experience an ongoing sense of integrity and well-being.” p. 74-75
- When these needs are satisfied, **internal motivation** is increased.

Special Education Initiatives

- Office of Special Education Program(OSEP) sponsored research and development to increase self-determination for students with disabilities resulting in new curricular and educational planning strategies.
- OSEP also initiated policy changes. Individuals with Disabilities Education Act (IDEA) now requires students with disabilities be invited to Individualized Educational Planning (IEP) meetings if transition goals are discussed. IEP goals must take into account students' preferences and interests.

[Positive Psychology]

- Positive psychology focuses on how people can become happier and more fulfilled. It is the study of strengths, rather than deficits.
- Ryan and Deci's work on self-determination theory and motivation is part of the positive psychology movement.

Why Is self-determination important?

Let's look at the research...

- Houchins (1998) found a positive correlation between scores on self-determination assessment and academic achievement scores for students who were incarcerated.
- Sarver (2000) found a positive relationship between scores on self-determination assessment and grade point average for postsecondary students with learning disabilities.

Why Is self-determination important? Let's look at the research...

- Parker and Boutelle (2009) found that undergraduates with LD/ADHD who were coached used highly self-determined approaches to goal attainment, which promoted their self-efficacy and confidence about future success.

Research on Self-Determination

- Wehmeyer & Palmer (2003)
 - One year after graduation students in high SD group were more likely to have moved from where they went to high school. This was also true three years after graduation.
 - Three years after high school students with high SD were significantly more likely to be living independently than those with low SD.
 - For students who were employed, students with high SD made statistically significant advances in obtaining job benefits, including vacation, sick leave, and health insurance than did those in the low SD group.

Research on Components of Self-Determination

- Persons who are involved in setting educational goals are more successful in achieving those goals (Ryan & Deci, 2000).
- Incorporating choice-making opportunities in interventions to reduce problem behaviors results in improved behavioral outcomes (Shogren, Faggella-Luby, Bae, & Wehmeyer, 2004).
- Promoting choice-making opportunities in vocational tasks increased engagement in the activities (Watanbe & Sturmey, 2003).

Research on Components of Self-Determination

- A meta-analysis of 213 studies on Social and Emotional Learning (SEL) found that students who participated in SEL instruction performed significantly higher on standardized tests than students who did not.

Durlak, J.A., Weissberg, R.B., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child Development*, 82, 405-32.

A Cyclical Model of Self-Determination





KNOW YOURSELF

Dream
Know your strengths, weakness,
needs & preferences
Know options, supports, & expectations
Decide what is important to you



VALUE YOURSELF

Accept & value yourself
Admire strengths that come from uniqueness
Recognize & respect rights & responsibilities
Take care of yourself
Develop & nurture positive relationships

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Set goals

Plan actions to meet goals

Anticipate results

PLAN

Be creative

Visually rehearse

ACT

Take risks

Communicate

Access resources & support

Negotiate

Deal with conflict & criticism

Be persistent



EXPERIENCE OUTCOMES & LEARN

Compare outcome to expected outcome

Compare performance to expected performance

Realize success

Make adjustments

Self-determination leads to.....

- Increased intrinsic motivation
- Greater resiliency
- Increased happiness

[Increased Internal Motivation]

- Ryan and Deci have demonstrated that internal motivation is increased when our needs for competence, autonomy, and relatedness are met.

[What makes us resilient?]

- To increase their resilience, the American Psychological Association advises children to:
 - Have friends and be a friend.
 - Believe in yourself and what you know you can do.
 - Take charge of your behavior and actions.
 - Look at the bright side.
 - Set new goals and make a plan to reach them.

Source: *Monitor on Psychology*, September, 2003, pp. 30-31.

[What makes us happy?]

- Quality of life is increased when life activities engage one's skills and interests: *flow*
- Positive, nurturing relationships
- Faith

Source "The funds, friends and faith of happy people" by David Myers, *American Psychologist*, January, 2000.

How do Learning Disabilities and ADHD affect self-determination?

According to Barkley:

“Self-regulation can be defined as:

1. Any action a person directs toward one’s self (a behavior-to-the-self)
2. So as to change their own subsequent behavior from what they otherwise would have done
3. In order to change the likelihood of a future consequence”

Source: Barkley, R.A. (2012). ADHD, Self-Regulation, and Executive Functioning: Theory and Implications for Management. Twelfth Annual Timothy B. and Jane A. Burnett Seminar, University of North Carolina at Chapel Hill.

How do Learning Disabilities and ADHD affect self-determination?

Also according to Barkley:

- “An executive function can be defined as a major type of action-to-the-self (a type of self-regulation)”
- “There are 6-7 major types of EFs:
 - Self-Awareness (meta-cognition)
 - Inhibition and interference Control
 - Nonverbal and verbal working memory
 - Emotional - motivational self-regulation
 - Planning and problem-solving”
- “All can be redefined as actions-to-the-self”

How do we help students and ourselves

- Discover interests, passions, strengths and weaknesses?
- Set and work toward goals that are important to them?
- Reflect on and learn from their experiences?

[Supporting Self-Determination]

- Assessment
- Cornerstone strategies
- Direct instruction
- Academic coaching

Assessment for Self-Determination

- ▶ Assessment process provides a vehicle to model, encourage and support student and family self-determination.
- ▶ Just as in any other area of education, assessment in self-determination is needed to design and evaluate instruction.

Encouraging self-determination through the assessment process

- Students and parents can
 - ✓ Help determine questions to be answered through assessment,
 - ✓ Assist in data gathering,
 - ✓ Be involved in interpreting assessment results, and
 - ✓ Use data to make good decisions.

Assessing characteristics related to self-determination

Appropriate assessment uses

- a variety of assessment methods.
- behavioral assessment as one of the key assessment methods.
- a collaborative approach to data collection and decision-making.

Source: Sitlington, P.L., Neubert, D., Begun, W., Lombard, R. & LeConte, P. (1996). *Assess for success*. Reston, VA: The Council for Exceptional Children.

Standardized Instruments

- Self-Determination Assessment Battery^{internet}
 - Hoffman, A., Field, S. & Sawilowsky, S. (2013). *Self-Determination Assessment Battery (web-based version)*. Trinity, FL.: Ealy Education Group. (www.ealyeducation.com)
- Signature Strengths Survey and a multitude of others on happiness, purpose and other related traits are available at www.authentichappiness.sas.upenn.edu

Self-determination Student Assessment Battery *internet*

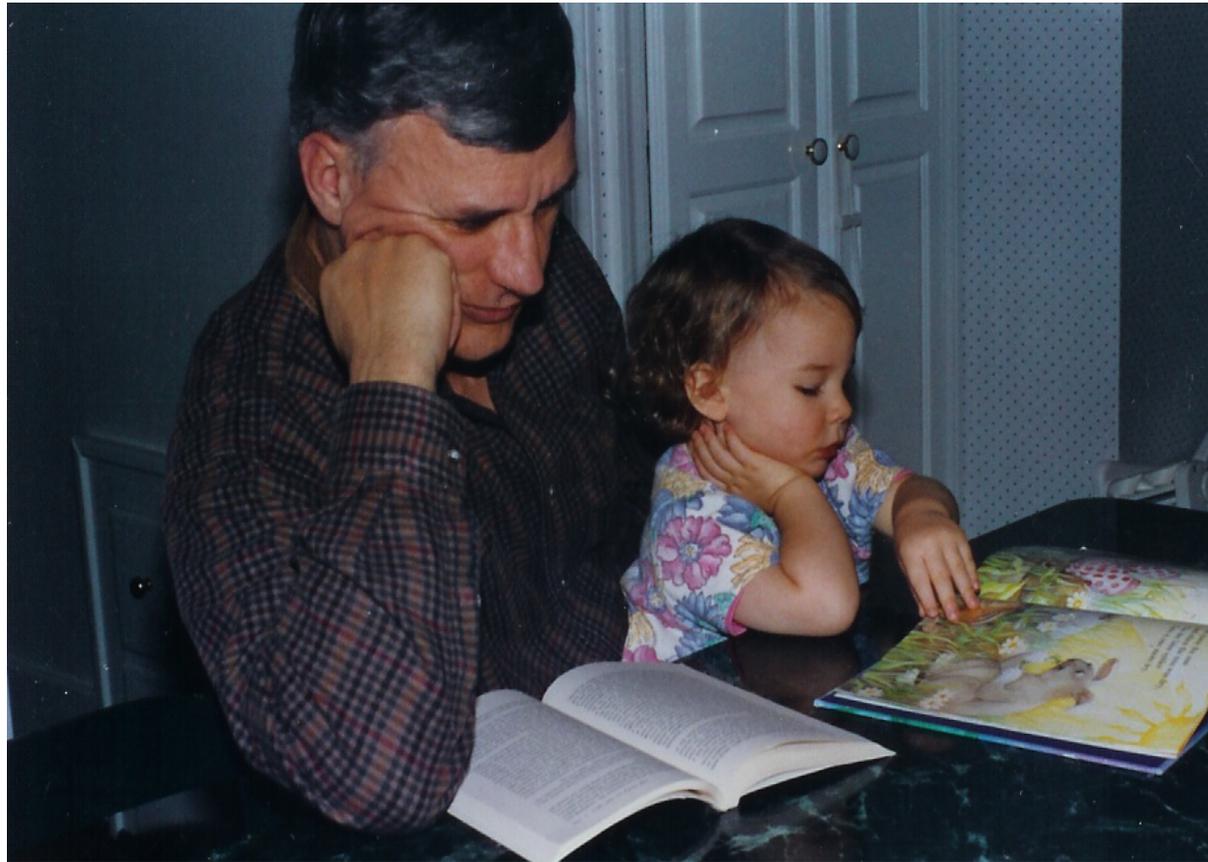
- Measures self-determination beliefs and behaviors based on the Field and Hoffman self-determination model
- Knowledge is also measured if used in conjunction with the Self-determination Knowledge Scale available from ProEd Inc.
- Assesses student characteristics from the perspectives of the student, teacher and parent

Cornerstone Strategies

Source: Parker, D., Field, S. & Hoffman, A. (2012). *Self-determination strategies for adolescents in transition: Learning from case studies*. Austin, TX.: ProEd.

1. Teachers and parents become *co-learners* with students in the self-determination process.
2. Make *self-determined role models* available to students.
3. Use *cooperative learning* to enhance the development of positive relationship skills and contribute to self-determination instruction.

[The Power of Modeling]



Cornerstone Strategies

4. Provide *experiential learning* to generalize self-determination skills to real settings and to develop an increased sense of self-efficacy and self-determination.

5. Use *inclusive or integrated grouping* for self-determination instruction. Students will learn more about themselves and others in diverse groups.

6. Include students' *families and friends* as participants in self-determination instruction to provide students with additional support for self-determination and address family systems issues that affect self-determination.

Cornerstone Strategies

7. *Listen* actively to hear what students are trying to express.
8. Use *team teaching* to enhance self-determination instructional efforts and give students more diverse perspectives about experiences related to self-determination.
9. Use *humor* appropriately to engage students and to help them develop coping skills.
10. Use naturally occurring opportunities, or *teachable moments*, to strengthen self-determination skills instruction.

Direct Instruction

- Listing of self-determination instructional materials available from the University of North Carolina-Charlotte Self-determination Synthesis Project (www.uncc.edu/SDSP)
- Includes materials targeted at general self-determination skills development (e.g., *Steps to Self-determination, Putting Feet on My Dreams*) and materials used to teach self-determination through IEP involvement (e.g., *ChoiceMaker, Student-led IEP's*)

Direct Instruction: Instructional Materials to Teach Self-determination Skills

- For data on effectiveness of self-determination instructional packages, see Algozzine, Browder, Karvonen, Text & Wood (2001). Effects of intervention to promote self-determination for individuals with disabilities. *Review of Educational Research, 71*, 219-277.

Support Strategy Example: Knowledge and Beliefs

- “The Center for Contemplative Mind in Society transforms higher education by supporting and encouraging the use of contemplative/introspective practices and perspectives to create active learning and research environments that look deeply into experience and meaning for all in service of a more just and compassionate society.”
- Provides resources for both K-12 and higher education.
- www.contemplativemind.org

Curricular Strategy Example

Component Skills

- The RULER approach teaches students to
 - Recognize emotion,
 - Understand emotion,
 - Label emotion,
 - Express emotion, and
 - Regulate emotion.
- For more information see www.therulerapproach.org

Academic Coaching

- Coaching uses an inquiry approach to enhance an individual's ability to clarify, plan for, and take action to achieve personal goals.
- Coaches are trained to ask clients questions that promote their reflection and ability to develop realistic plans. In general, they believe that clients are “creative, resourceful, and whole.”

- Whitworth, Kimsey-House, Kimsey-House, & Sandahl (2007)

[Academic Coaching]

- Coaches hold clients accountable for acting on their plans and learning more in the process about factors that support or restrict their goal attainment efforts.

Quinn, Ratey, & Maitland (2004)

[Academic Coaching Research]

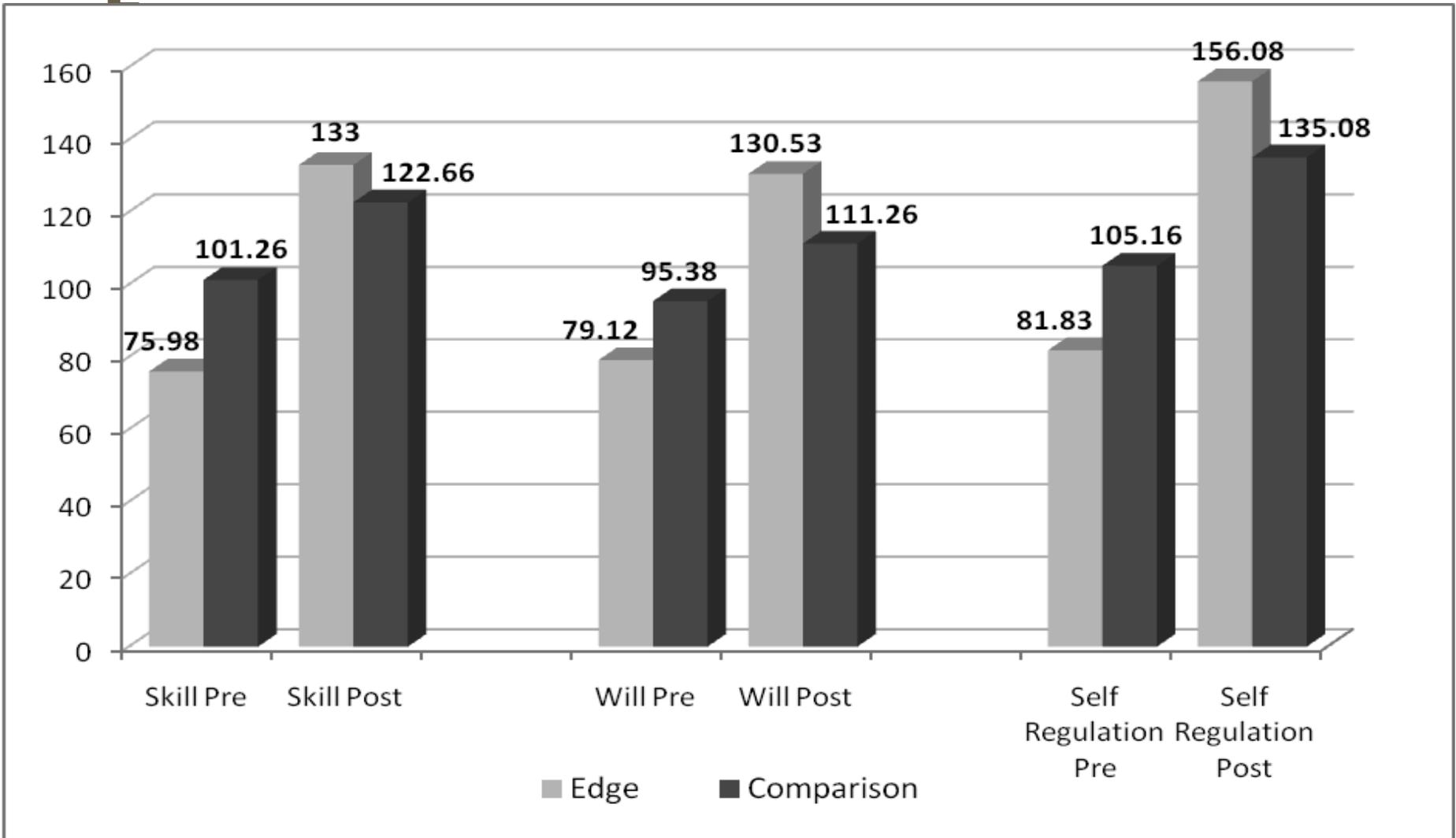
- ▶ Studies by Wayne State University team found that coaching helped students with ADHD in college settings increase their executive functioning skills, including self-regulation and subjective well-being.

Field, Parker, Sawilowsky & Rolands (2013)

Parker, Field, Sawilowsky & Rolands (2012)

Parker, Field Hoffman, Sawilowsky & Rolands (2011)

Academic Coaching Study: LASSI pre-post test results



Practical Examples of Activities that Increase Self-Determination

- Explore.
- Reflect.
- Be mindful.
- Start small.
- Find support.
- Make a new friend or connect with an old one.
- Keep a gratitude list.
- Remember that all experiences have the opportunity to be learning experiences.

Additional Resources: Books

- Brinckerhoff, L.C., McGuire, J.M., & Shaw, S.F. (Eds.) (2002). *Postsecondary education and transition for students with learning disabilities (2nd edition)*. Austin, TX: PRO-ED.
- Grossberg, Blythe (2011). *Applying to College for Students with ADD or LD*. Washington, D.C.: Magination Press.
- Levine, M. (2012). *Teach Your Children Well*. New York: Harper Collins.

Additional Resources: Books

- Nadeau, Kathleen (2006). *Survival Guide for College Students with ADHD or LD*. Washington, D.C.: Magination Press
- Parker, D., Field, S. & Hoffman, A. (2012). *Self-determination strategies for adolescents in transition: Learning from case studies*. Austin, TX: ProEd.
- Pink, D.H. (2009). *Drive*. New York: Riverhead Books.

Additional Resources: Books

- Quinn, Patricia (2012). *AD/HD and the College Student: The Everything Guide to Your Most Urgent Questions*. Washington, D.C.: Magination Press.
- Quinn, Patricia, and Maitland, Theresa. (2011). *On Your Own: A College Readiness Guide for Teens with ADHD/LD*. Washington, D.C.: Magination Press.
- Sandberg, S. (2013). *Lean In*. New York: Knopf.

Additional Resources: Books

- Sleeper-Triplett, J. (2010). *Empowering youth with ADHD: Your guide to coaching adolescents and young adults for coaches, parents and professionals*. Plantation, FL: Specialty Press.
- Wehmeyer, M.L., & Field, S.L. (2007). *Self-determination: Instructional and assessment strategies*. Thousand Oaks, CA: Corwin Press.

Instructional Materials

- Hoffman, A. & Field, S. (2005). *Steps to self-determination (second edition). (Includes instructor's guide, and student workbook)*. Austin, TX: ProEd. (Also distributed through Council for Exceptional Children)
- Martin, J.E. & Marshall, L.H. (1995). *ChoiceMaker Self-determination Instructional package*. Longmont, CO: Sopris West.

Additional Resources:

Websites

- Association on Higher Education and Disability (AHEAD)

<http://www.ahead.org/>

- Initiative for Self-Determination and Transition (Wayne State University)

<http://www.education.wayne.edu/selfdetermination/>

- Self-Determination Theory (University of Rochester)

<http://www.psych.rochester.edu/SDT/>

- Sharon Field's website (launching early 2014)

<http://www.tobeselfdetermined.com>