

# Developmental Disabilities Lecture Series



**FALL 2021 WEBINARS**



**Karrie A. Shogren, PhD**

**Director, Senior Scientist, and Professor  
Kansas University Center on Developmental Disabilities  
University of Kansas  
Lawrence, KS**

## **Supporting Self-Determination Across Life Course**

**November 5, 2021**

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Robert Wood Johnson Medical School New Jersey's University Center for Excellence in Developmental Disabilities Education, Research, and Service  
New Jersey's Leadership Education in Neurodevelopmental and Related Disabilities Program

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### Supporting Self-Determination Across the Life Course



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**Developmental Disabilities Lecture Series**  
FALL 2021

## Webinar Housekeeping

### Handouts

- Handouts may be downloaded from the link in the **Chat** box.
- The link will be posted multiple times throughout the presentation.
- The handouts will also be posted on The Boggs Center website:  
[http://rwjms.rutgers.edu/boggscenter/dd\\_lecture/audio.html](http://rwjms.rutgers.edu/boggscenter/dd_lecture/audio.html)
- Questions may be asked in the Q&A box. You will not be able to type in the Chat box.

### Q & A

- We are planning to have a brief Question & Answer session at the end of the lecture.
- In order to ask a question, you have to type it in the **Q&A** box.

### Closed Captions (CC)

- Closed captions are available. To view captions, click **CC** and select **Show Subtitle** from the menu.

**Chat**

**Q&A**

**CC**  
Live Transcript

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## Certificates of Attendance for Continuing Education Recognition

**To receive a Certificate of Attendance, you must:**

- Be logged onto the webinar from start to finish
- and
- Complete the evaluation ("short survey") at the end of the webinar

**Certificates will be emailed to attendees who meet these requirements next week**

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**KU THE UNIVERSITY OF KANSAS**  
KU Center on Developmental Disabilities

## Supporting Self-Determination Across the Life Course

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November 5, 2021  
Developmental Disabilities Lecture Series

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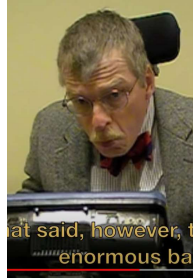
## What comes to mind when you think of "self-determination"?

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## Self-Determination and Disability

"we (people with disabilities) don't have to be told what self-determination means. We know it is just another word for a life filled with rising expectations, dignity, respect and opportunities."

Robert Williams (1989). Commissioner, Administration on Developmental Disabilities. Creating a new world of opportunity: Expanding choice and self-determination in lives of Americans with severe disability by 1992 and beyond



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## What is Self-Determination?

Self-determination is about acting or causing things to happen in your life.

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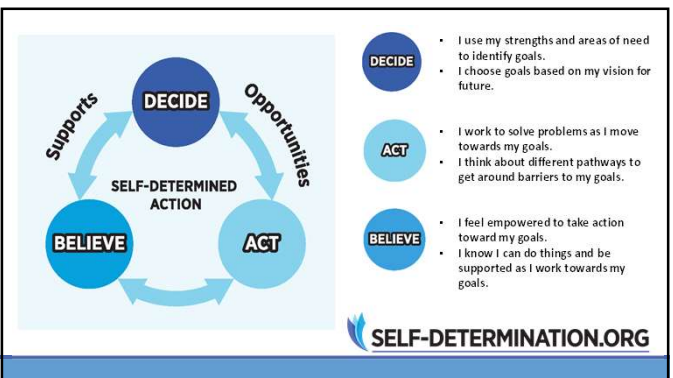
Self-determination is being able to talk about what you want in your life and set goals and dreams for yourself.



You have to go do something or you won't be anything at all.



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## Outcomes of Self-Determination



### School Outcomes

- Progress in general education curriculum
- Academic and transition goal attainment

### Adult Outcomes

- Postsecondary education
- Competitive, integrated employment
- Community participation
- Quality of life

Shogren, K. A., Burke, K. M., Antosh, T., Wehmeyer, M. L., LaPlante, T., Shaw, L. A., & Riley, S. K. (2019). Impact of the Self-Determined Learning Model of Instruction on self-determination and goal attainment in adolescents with intellectual disability. *Journal of Disability Policy Studies*, 30(1), 22-34.

Shogren, K. A., Hicks, T. A., Riley, S. K., Pace, J. R., Rifenbark, G. G., Lane, K. L., & Quirk, C. (2021). Student and teacher perceptions of goal attainment during intervention with the Self-Determined Learning Model of Instruction. *The Journal of Special Education*, 55(2), 101-112.

Shogren, K. A., Wehmeyer, M. L., Palmer, S. R., Rifenbark, G. G., & Little, T. D. (2013). Relationships between self-determination and postsecondary outcomes for youth with disabilities. *The Journal of Special Education*, 48(4), 256-267.

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## Self-Determination across the Life Course



**Childhood:** Early skills and abilities that lead to later self-determination

**Adolescence:** Development of essential characteristics of self-determined action enables youth to begin to act as causal agents in their lives

**Early Adulthood:** Continue to develop the essential characteristics of self-determination

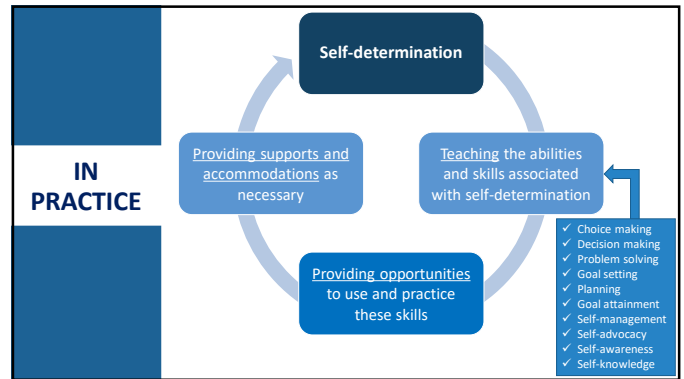
**Middle Adulthood:** Encounter more situations decisions are needed, problem solving, and self-regulation in many domains of life

**Later Adulthood:** Ongoing changes and new and different supports to maximize causal agency

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Icon	Skill	Description
	Choice making	Picking from two or more options based on what you need or want to move you closer to your goals
	Decision making	Finding different options and weighing the pros and cons to choose the best one based on your goals
	Problem solving	Identifying and evaluating possible ways to overcome a barrier you encounter as you work towards a goal
	Goal setting and attainment	Creating a plan and taking steps to achieve the goals you set for yourself
	Planning	Thinking about the steps you need to take to reach a specific goal and figuring out the best way to take steps forward
	Self-management	Figuring out how to pay attention to what you are doing so you can decide if your actions are moving you closer to your goals, and making adjustments as you need to so that you can take the actions you want
	Self-advocacy	Speaking up for yourself based on your needs, rights, and goals
	Self-awareness	Learning about yourself and your needs, dreams, and goals
	Self-knowledge	Developing more and more understanding of what your dreams are, how others can support you in achieving them, and how to build a long-term vision for the future.

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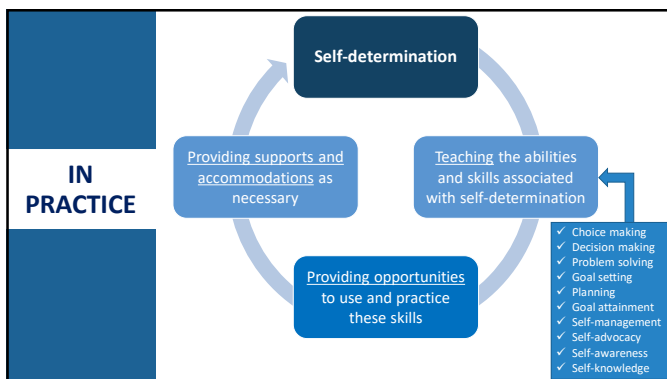
cat dog fish  
 once upon a time in a far away land  
 a yong prince lived in a shiney  
 casle he transform the enchantress  
 into a beast

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I am almost 16, and I have Aspergers or Autism. I am now working on my self advocacy skills and I am in general 9th grade classes. I though I have Aspergers, it has not stopped me from accomplishing anything like getting a "1" in UIL Solo and Ensemble contest, and also being in the School Choir since 8th grade. I still have a few difficulties in classroom but I recieve Special Education services, several of the abilities I have are Perfect Pitch, memorization of speeches, and a strong interest in Presidents and Government.

What has helped you overcome the things that were difficult for you? Being exposed to the general ed classroom and typical students and teachers with training in Autism and recieving special ed services. I don't report, rather than being in a self-contained classroom. I believe that I will one day be successful and have a family etc.

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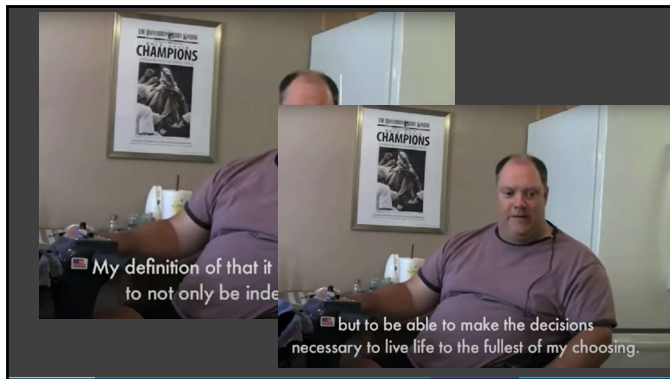
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Transition is kind of a huge deal. When we planned his transition to adulthood, we were doing a move, a change of schools, and a change of jobs all at once. We decided up front that self-determination was going to be an integral part of the transition process. We set everything up so Michael could make choices and everything would be with his interests and preferences in mind.

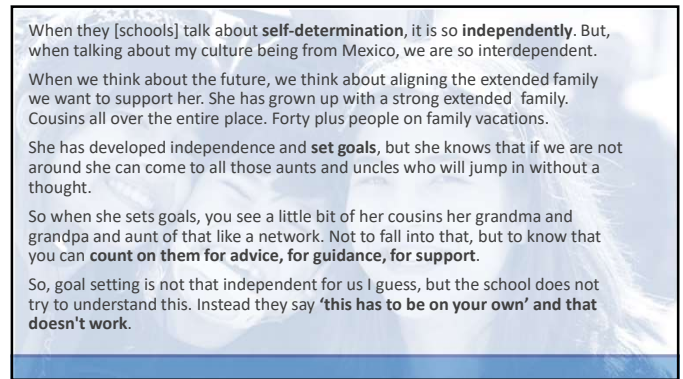
We went slowly; first we just did weekends at the new location. When we actually made the move, we took him to the new school, he started his new job, and we noticed almost no behavior problems! When we had transitions in the past, like going from elementary to middle school, we've had no sleep, screaming, and aggression.

But, this transition was different because we built in Michael's self-determination. We focused on his choices and preference, even his preferences for going slowly. After we made the move, there were still so many changes, but he was fine. He was able to handle all of them; I think that's the power of self-determination.

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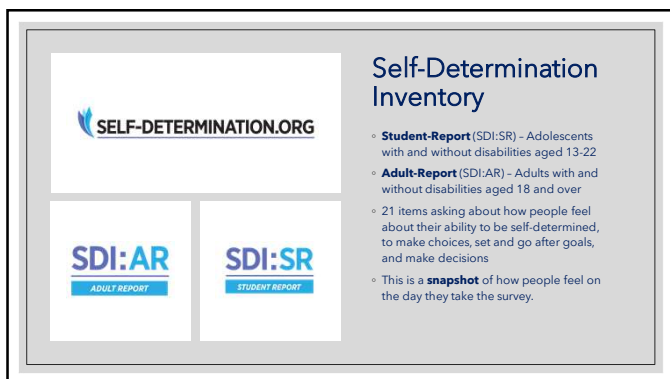
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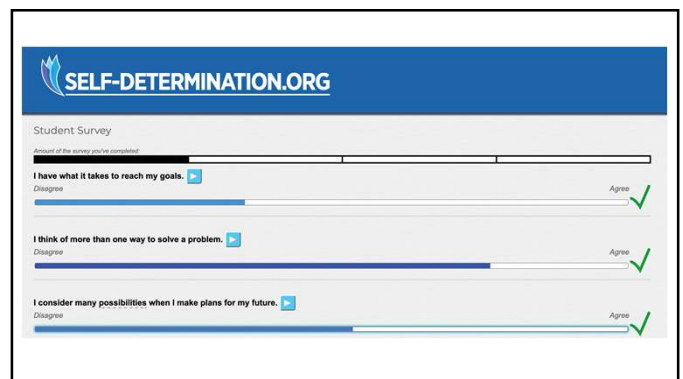
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**SDI AMERICAN SIGN LANGUAGE**

SELF-DETERMINATION.ORG

Student Survey

Video of item in American Sign Language

I have what it takes to reach my goals.  
(Change)

Agree ✓

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SELF-DETERMINATION.ORG

**SDI:PTR**  
PARENT/TEACHER REPORT

**Self-Determination Inventory**

- **Parent/Teacher-Report (SDI:PTR)** – Family members and/or professionals who support adolescents with and without disabilities
- 21 items asking about how they perceive their child/student's ability to be self-determined, to make choices, set and go after goals, and make decisions

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**MY SELF-DETERMINATION INVENTORY**

Decide Act Believe

Remember your self-determination is a continuous process. It's not a one-time event. It's a journey. There are many ways to get there.

Knowing where you are in your self-determination helps you identify actions you are taking now to reach the things you want in your life. Adults and teens need to work together to reach goals at school, home, work, and the community.

Actions you may take...	Skills you may use...
<p><b>Decide</b></p> <p>Knowing strengths and areas of need</p> <p>Setting goals based on a vision for the future</p>	<p>Choice making</p> <p>Decision making</p> <p>Goal setting</p> <p>Problem solving</p> <p>Planning</p>
<p><b>Act</b></p> <p>Solving problems in working towards goals</p> <p>Thinking about different pathways to move through barriers</p>	<p>Self-management</p> <p>Goal setting</p> <p>Problem solving</p> <p>Self-advocacy</p>
<p><b>Believe</b></p> <p>Feeling empowered to reach goals</p> <p>Knowing you can make changes and be supported in your life</p>	<p>Self-awareness</p> <p>Self-knowledge</p>

actions you want to use in the future to reach goals at school, home, work, and the community

**SELF-DETERMINED ACTION**

Supports DECIDE Opportunities

BELIEVE ACT

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**Self-Determination For All**

- Setting and going after goals is important for *everyone throughout the life course*
- However, research shows that people with disabilities experience more limited opportunities and experiences to be self-determined
- Critical to promote self-determination for *all* in inclusive school and community settings

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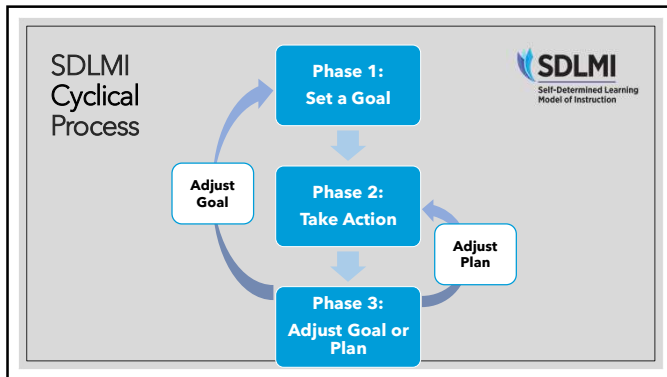
**Supporting Self-Determination: Talking with People with Disabilities About Goals and Dreams**

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**Self-Determination Intervention Across the Life Course**

**SDLMI**  
Self-Determined Learning Model of Instruction

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**Over 25 empirical, research studies**

**More than 2,000 people** aged 5-75 years with and without disabilities:

- K-12 school
- College/university
- Living/working in the community

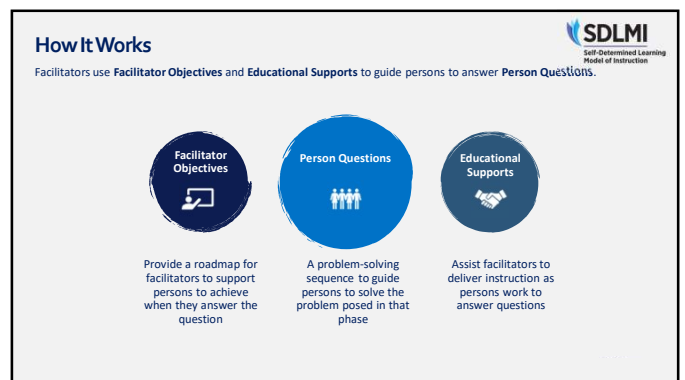
**SDLMI BY THE NUMBERS**

**Benefits people with diverse support needs, including:**

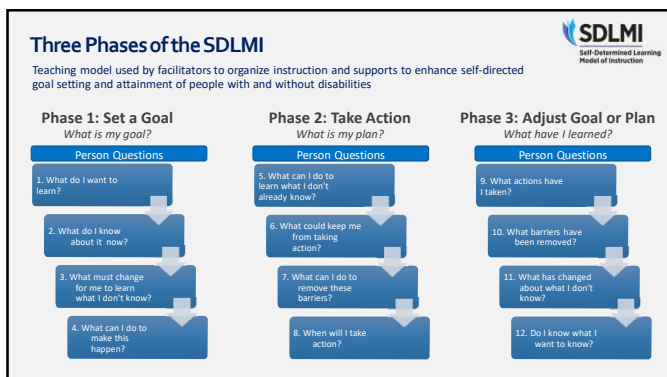
- Intellectual disability
- Learning disabilities
- Autism
- Emotional and behavioral disorder
- Multiple disabilities

**Key finding:** SDLMI offers an evidence-based approach to teaching abilities and skills associated with self-determination which can lead to success in school and adult life

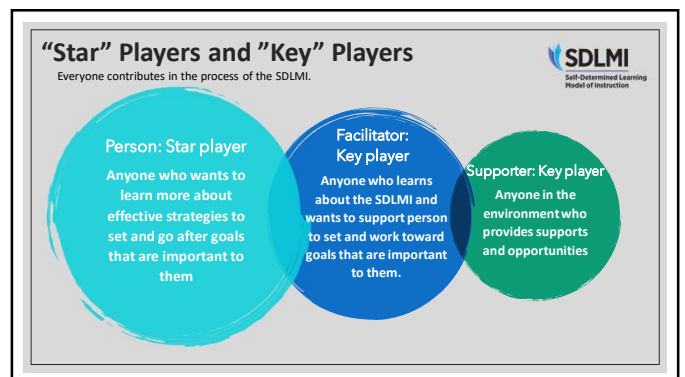
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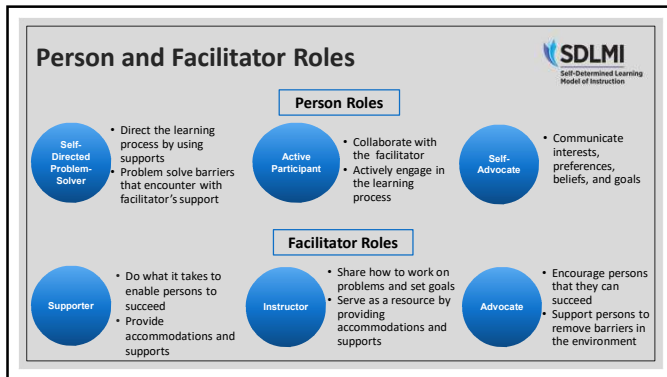
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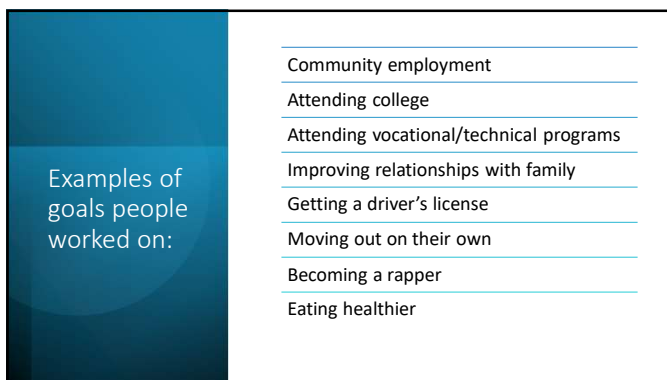
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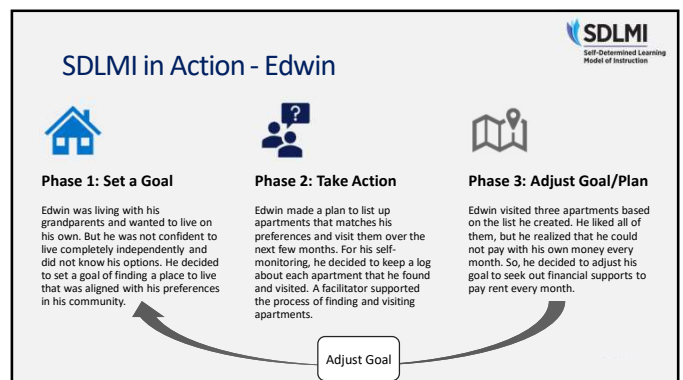
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### SDLMI FOR ALL

Some people might benefit from **specific supports** to fully engage with the content and process of the SDLMI, including:

1. Multiple ways to communicate the Person Questions
2. Targeted Educational Supports
3. Supporters who understand self-determination and created many opportunities to learn and build abilities and skills associated with self-determination

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## COMMUNICATING PERSON QUESTIONS

Visual supports can promote accessibility

- For example, the trained facilitator might provide visual response options for Person Question 1: *What do I want to learn?*

Integrate principles of Universal Design for Learning (UDL), including multiple means of:

- Engagement
- Representation
- Action and expression



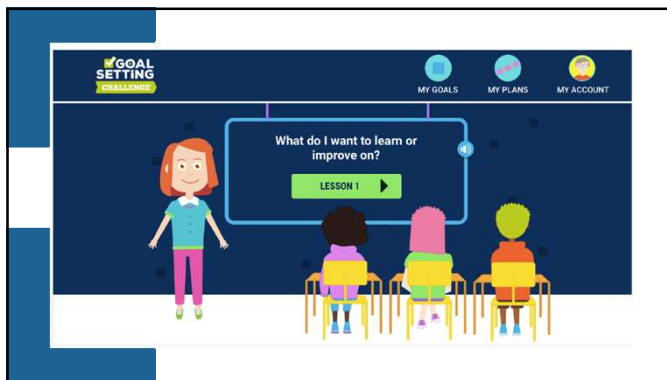
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## Example: SDLMI Key Terms – Defining Barriers

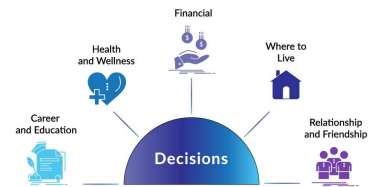


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Supported  
Decision-Making:  
Changing Options  
for Decision  
Making and Self-  
Determination



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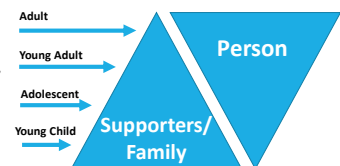
*Working on self-determination has opened my eyes that I could do it, but I think I've opened a lot of eyes too...*

LOOKING TOWARD THE FUTURE

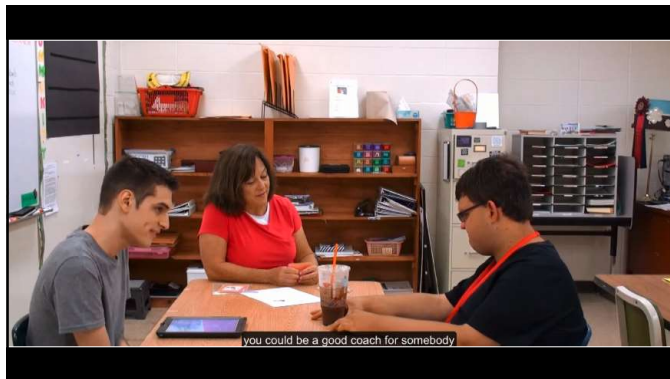
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## Building Self-Determination over the Life Course

- Be a **supporter**
- Establish **high expectations**
- Support opportunities to “fail” in a **safe environment**
- Create **inclusive, self-directed learning opportunities and experiences**



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**Thank you! For more information, visit:**

**SELF-DETERMINATION.ORG**

Facebook: @ksucdd  
Twitter: @kucdd

<https://selfdetermination.ku.edu/supported-decision-making/>

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**Q & A**

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**Evaluation**

When the webinar ends, a window will appear with a prompt to complete the evaluation ("short survey")

Click **CONTINUE** for the evaluation to open

Thank you for attending and completing the evaluation

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