

THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES

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

Developmental Disabilities Lecture Series



FALL 2021 WEBINARS



Supporting Self-Determination Across the Life Course



Karrie A. Shogren, PhD

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

November 5, 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
- Questions may be asked in the Q&A box. You will not be able to type in the Chat box.

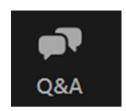
Q & A

- 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.









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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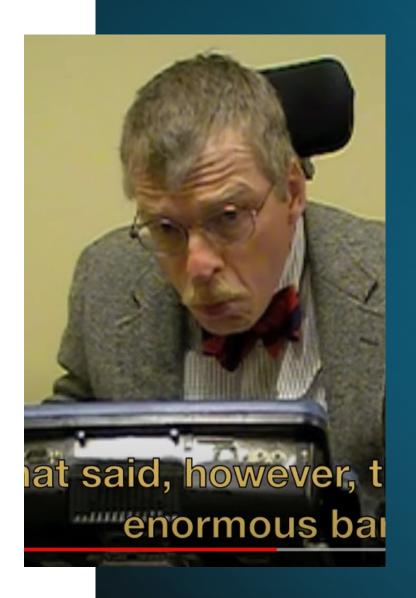
Developmental Disabilities Lecture Series

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

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





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.









- I use my strengths and areas of need to identify goals.
- I choose goals based on my vision for future.



- I work to solve problems as I move towards my goals.
- I think about different pathways to get around barriers to my goals.



- I feel empowered to take action toward my goals.
- I know I can do things and be supported as I work towards my goals.



Outcomes of Self-Determination



School Outcomes

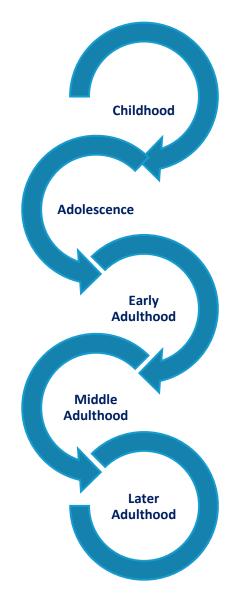
- Progress in general education curriculum
- Academic and transition goal attainment

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., & Raley, 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., Raley, 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. B., Rifenbark, G. G., & Little, T. D. (2015). Relationships between self-determination and postschool outcomes for youth with disabilities. *The Journal of Special Education*, 48(4), 256-267.

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 selfdetermination

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

SELFDETERMINATION SKILLS AND ABILITIES

Icon	Skill	Description
Y	Choice making	Picking from two or more options based on what you need or want to move you closer to your goals
TIM	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
7	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
66	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.

Self-determination

IN PRACTICE

Providing supports and accommodations as necessary

Teaching the abilities and skills associated with self-determination

Providing opportunities
to use and practice
these skills

- ✓ Choice making
- ✓ Decision making
- ✓ Problem solving
- ✓ Goal setting
- ✓ Planning
- ✓ Goal attainment
- ✓ Self-management
- ✓ Self-advocacy
- ✓ Self-awareness
- ✓ Self-knowledge

cat dog fish

once apon a time in a far away land a yong prince lived in a shiney casle he transform the enchantress into a beast

AUTISM. I am now working on my Self advocacy Skills and I am in geneal ed 9th grade classes. Though I have ASPERGERS. It has not stopped me from accomplishing anything like getting a "I in UIL Solo and Ensemble contest, and also LOSHING IN the School Choir Since 15th grade 1841 Still have a few difficulties in classroom but I recieve Special Education Services. Several of the abilities I have are Perfect Pitch memorization of steeches. and ast congintrest in Presidents and government. What has helped you overcome the things that were difficult for you? Being exposed to the General Red Classicon and typical Strutents and teachers with training in Autism and recieving special Ed Solves hand support, pather than being in a self-contains lassicom. I believe that I will one only be successful and have afamily etc

Self-determination

IN PRACTICE

Providing supports and accommodations as necessary

Teaching the abilities and skills associated with self-determination

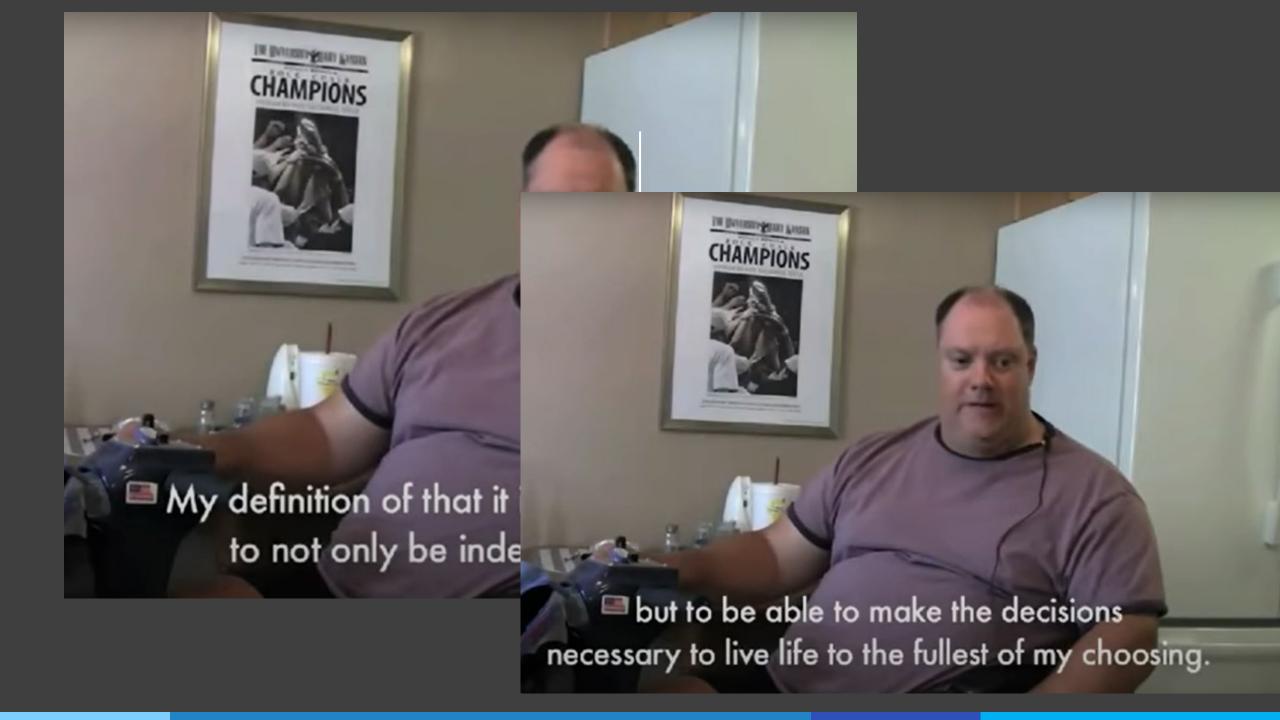
Providing opportunities
to use and practice
these skills

- ✓ Choice making
- ✓ Decision making
- ✓ Problem solving
- ✓ Goal setting
- ✓ Planning
- ✓ Goal attainment
- ✓ Self-management
- ✓ Self-advocacy
- ✓ Self-awareness
- ✓ Self-knowledge

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.



When they [schools] talk about **self-determination**, it is so **independently**. But, when talking about my culture being from Mexico, we are so interdependent.

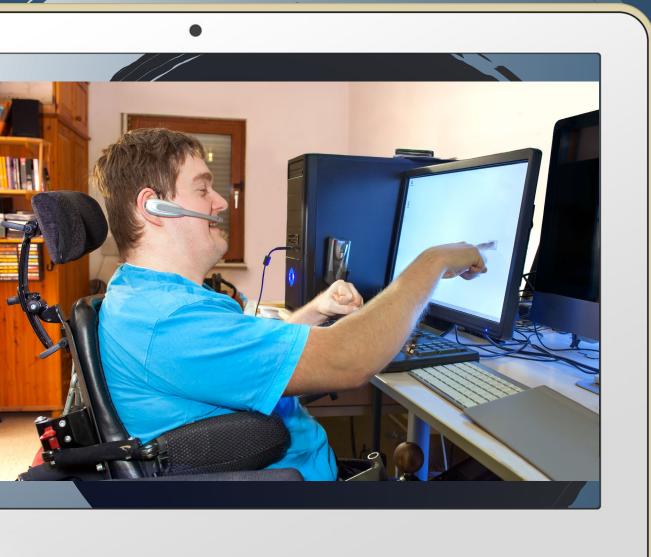
When we think about the future, we think about aligning the extended family we want to support her. She has grown up with a strong extended family. Cousins all over the entire place. Forty plus people on family vacations.

She has developed independence and **set goals**, but she knows that if we are not around she can come to all those aunts and uncles who will jump in without a thought.

So when she sets goals, you see a little bit of her cousins her grandma and grandpa and aunt of that like a network. Not to fall into that, but to know that you can **count on them for advice, for guidance, for support**.

So, goal setting is not that independent for us I guess, but the school does not try to understand this. Instead they say 'this has to be on your own' and that doesn't work.

Understanding Self-Determination: Talking with People with Disabilities About Self-Determination



Self-Determination Inventory



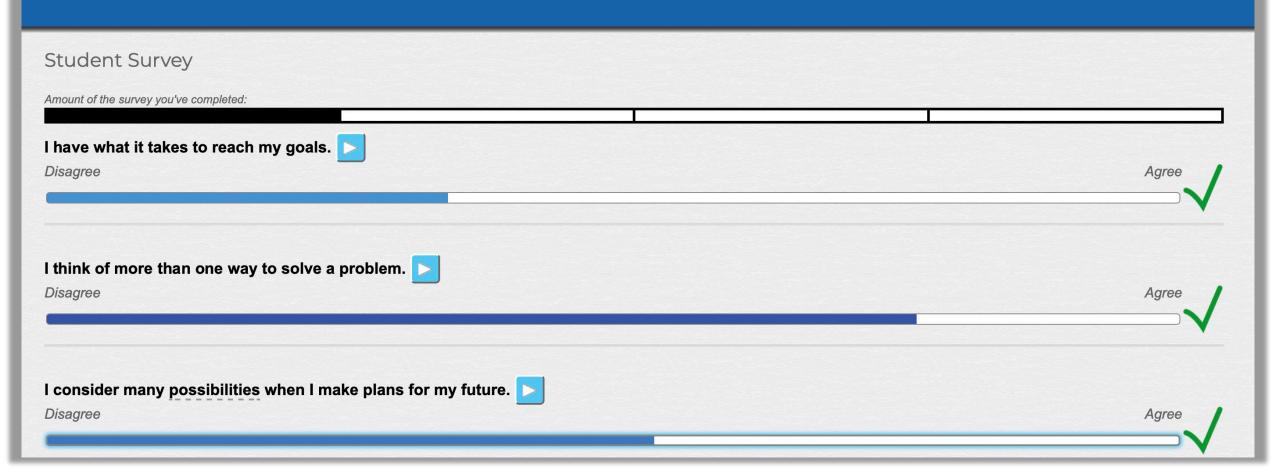




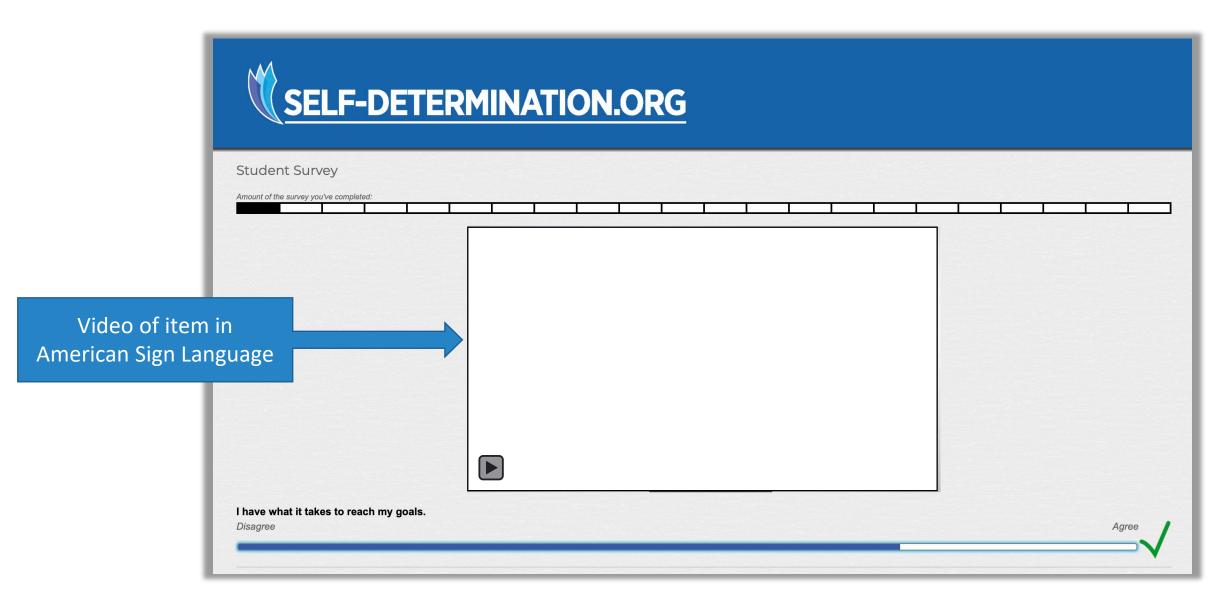
Self-Determination Inventory

- Student-Report (SDI:SR) Adolescents with and without disabilities aged 13-22
- Adult-Report (SDI:AR) Adults with and without disabilities aged 18 and over
- 21 items asking about how people feel about their ability to be self-determined, to make choices, set and go after goals, and make decisions
- This is a **snapshot** of how people feel on the day they take the survey.





SDI AMERICAN SIGN LANGUAGE





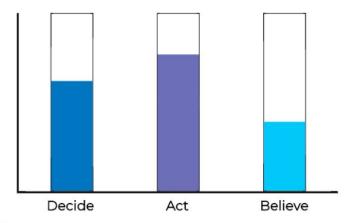
SDI:PTR

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

MY SELF-DETERMINATION INVENTORY



Remember, your self-determination is continuously changing. There is always room to grow!

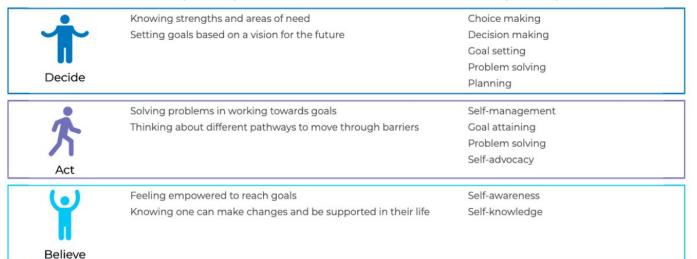
This is a snapshot of your self-determination on the day you took the SDI.

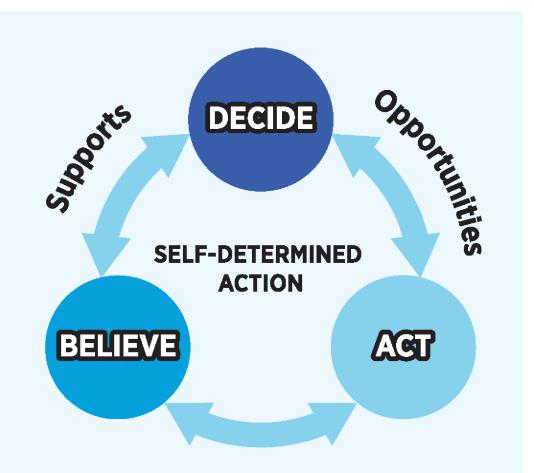
Knowing where you are in your self-determination helps you identify:

- · actions you are using now to cause the things you want in your life, AND
- · actions you want to use in the future to reach goals at school, home, work, and the community

Actions you may take...

Skills you may use...





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



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



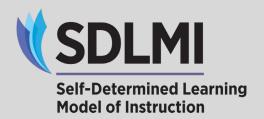
Self-Determination Intervention Across the Life Course



Model of Instruction

SDLMI Cyclical Process

Phase 1: Set a Goal



Adjust Goal

Phase 2: Take Action

Adjust Plan

Phase 3:
Adjust Goal or
Plan

Rebels win District title, lose Playoff bid halftime, Del Valle found new life came out at Shelton Stadium as set up a four yard touchdown by



Jake Pinner Staff Writer

After a 21-20 win at home Rebels would head out east to play to come within 17, but it wasn't enough as the Rebels rolled 51-13, and clinched a playoff berth and first place.

The Halloween game at home against Del Valle gave the Rebels title since 1998. After an interception by the Cardinals ended the Rebels' opening drive, the Cardinals scored on a 45 yard touchdown pass from Josef Cortez to by Michael Espinoza. Davion Johnson giving Del Valle Smith slithered 32 yards to extend rest of the game. the Hays lead 21-7. Right before

Torrance Smith, 25, rushes through the line aginst the Magnolia Defense. Photo vards and four caused by the wind."Although

when Cortez found Ty Gear for 6 the visitors while Lehman was Torrance Smith to tie the game wards. The Rebels forced a three the home team. Lehman scored 7-7. After forcing and recovering and out after the second half kick- only once with a 5 yard run by a Bulldogs fumble, Hays scored off and ground the ball down the RJ Hardaway. The Rebels came on a 1-yard plunge by Trey Berry field leading to a touchdown from right back and tied it up when on fourth and goal. But Magnolia Shelton won number 300. The three yards out by Blake Timmons Torrance Smith ran 11 yards for a would come back to tie it at 14-14 to give Havs a 27-14 lead after the touchdown to tie the game 7-7. In by Sean McKeown's 2-yard touch-Manor. After Manor took a 7-0 point was blocked. After a Ryan the second quarter, Smith scored down run. Right before the half. lead, Hays scored on a 21 yard run Slaughter interception, Hays drove on a 5 yard touchdown run and junior quarterback Sam Breyfoole by Torrance Smith. The missed to Del Valle territory again. Hays the Rebels were now leading 14-7. threw deep, but Dai'lon Chaney point made it 7-6 with Manor still scored on a touchdown pass from Right before the half. Trace Gandy picked it off and used his agility to on top. After Havs got the ball Sam Breyfogle to Ryan Slaughter, scored on a 1 yard dive with 19 snake his way past the Havs line to back, Trace Gandy scored on a but an ineligible receiver downfield seconds left and Hays lead 21-7. return it 70 yards for a touchdown 7 yard touchdown run, and Trey call nullified the touchdown, and In the Third quarter, Trey Berry to give Magnolia a 20-14 lead Berry passed to Ryan Slaughter Hays had to eventually settle for went out as a receiver and caught after a missed extra point. After a for a two point conversion to a field goal by Ty Andrews to a 54 yard pass from Sam Breyfogle scoreless third quarter, Magnolia make it 14-7. It was all Hays after give Hays a 30-14 lead. Del Valle to set up a 1 yard plunge by Smith scored on a 36-yard run. When Smith's 3 other touchdown runs, drove down the field and scored late in the third quarter to give Magnolia went for two to try to and a couple of other touchdowns on a 12 yard pass from Cortez to Hays a 28-7 lead. Smith ran 3 yards make it a 14-point game, Hays tacked on by the Rebels. Manor Larry Gonzales and then Cor- to give Hays a 35-7 lead. Hays stopped the bulldogs short of the

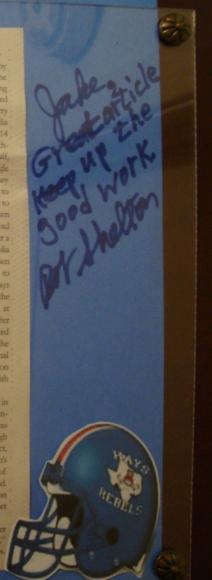
> margin to 42-7. a 26-14 loss. Smith had 14

a 7-0 lead, but Hays came back on tez threw to Johnson for a two Hays' first series on an intercepend was disappointing because of a 1-yard touchdown run by Trey point conversion to bring Del tion, Magnolia capitalized after a the first round loss," Shelton said. Berry. Luke Guerro intercepted Valle within 8 with 1:50 left. Del first series interception with Alex "We were happy with the season a Del Valle pass and returned it Valle recovered the onside kick. Smith's 42 yard touchdown run as a whole and winning the district 10 yards for a touchdown and but Johnson caught the ball and and Nathan Ladd kicked the point championship." Hays was now on top 14-7. In dropped it, Hays recovered inside to give Magnolia a 7-0 lead. Hays the Second quarter, Torrance their 30-yard line and ran out the came right back. Sam Breyfogle forget the final drive at Elein. completed a 65 yard pass to Ryan said assistant coach Mitch Phillips Against Lehman, the Rebels Slaughter to the Bulldogs eight to "Wow, what a play."

would tack on conversion leaving the score at another touch- 26-14 with Magnolia on top. After down when linebacker AJ Huskey intercepted Clavvon Hiawit the Rebels for the fifth time the ran 17 yards for Bulldogs started to run the final a touchdown 1:29 off the clock. The season to increase the would come to a close at 7-4 with

"The wind was a big factor in carries in the the game," Shelton said. "Turngame for 50 overs hurt us a lot and it was touchdowns. the season ended in Bi-district, After ending it was still eventful."The season's

"Of course nobody will ever



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

How It Works



Facilitators use Facilitator Objectives and Educational Supports to guide persons to answer Person Questions.



Provide a roadmap for facilitators to support persons to achieve when they answer the question



A problem-solving sequence to guide persons to solve the problem posed in that phase



Assist facilitators to deliver instruction as persons work to answer questions

Three Phases of the SDLMI



Teaching model used by facilitators to organize instruction and supports to enhance self-directed goal setting and attainment of people with and without disabilities

Phase 1: Set a Goal

What is my goal?

Person Questions

1. What do I want to learn?

- 2. What do I know about it now?
 - 3. What must change for me to learn what I don't know?
 - 4. What can I do to make this happen?

Phase 2: Take Action

What is my plan?

Person Questions

5. What can I do to learn what I don't already know?

- 6. What could keep me from taking action?
 - 7. What can I do to remove these barriers?
 - 8. When will I take action?

Phase 3: Adjust Goal or Plan

What have I learned?

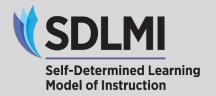
Person Questions

9. What actions have I taken?

- 10. What barriers have been removed?
 - 11. What has changed about what I don't know?
 - 12. Do I know what I want to know?

"Star" Players and "Key" Players

Everyone contributes in the process of the SDLMI.



Person: Star player

Anyone who wants to learn more about effective strategies to set and go after goals that are important to them

Facilitator: Key player

Anyone who learns about the SDLMI and wants to support person to set and work toward goals that are important to them.

Supporter: Key player

Anyone in the environment who provides supports and opportunities

Person and Facilitator Roles



Self-Directed Problem-Solver

- Direct the learning process by using supports
- Problem solve barriers that encounter with facilitator's support

Person Roles

Active Participant

Instructor

- Collaborate with the facilitator
- Actively engage in the learning process

Self-Advocate Communicate interests, preferences, beliefs, and goals

Facilitator Roles

Supporter

- Do what it takes to enable persons to succeed
- Provide accommodations and supports

 Share how to work on problems and set goals

 Serve as a resource by providing accommodations and supports

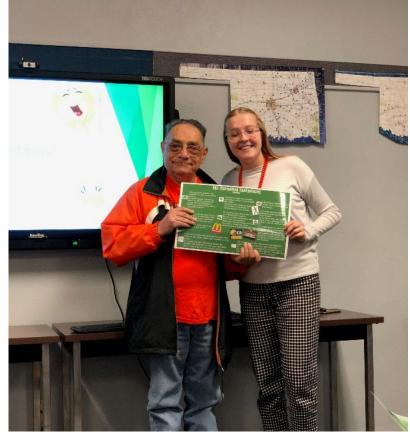
Advocate

- Encourage persons that they can succeed
- Support persons to remove barriers in the environment











Outcomes of the SDLMI

Examples of goals people worked on:

Community employment

Attending college

Attending vocational/technical programs

Improving relationships with family

Getting a driver's license

Moving out on their own

Becoming a rapper

Eating healthier



SDLMI in Action - Edwin



Phase 1: Set a Goal

Edwin was living with his grandparents and wanted to live on his own. But he was not confident to live completely independently and did not know his options. He decided to set a goal of finding a place to live that was aligned with his preferences in his community.



Phase 2: Take Action

Edwin made a plan to list up apartments that matches his preferences and visit them over the next few months. For his selfmonitoring, he decided to keep a log about each apartment that he found and visited. A facilitator supported the process of finding and visiting apartments.



Phase 3: Adjust Goal/Plan

Edwin visited three apartments based on the list he created. He liked all of them, but he realized that he could not pay with his own money every month. So, he decided to adjust his goal to seek out financial supports to pay rent every month.



SDLMI FOR ALL

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

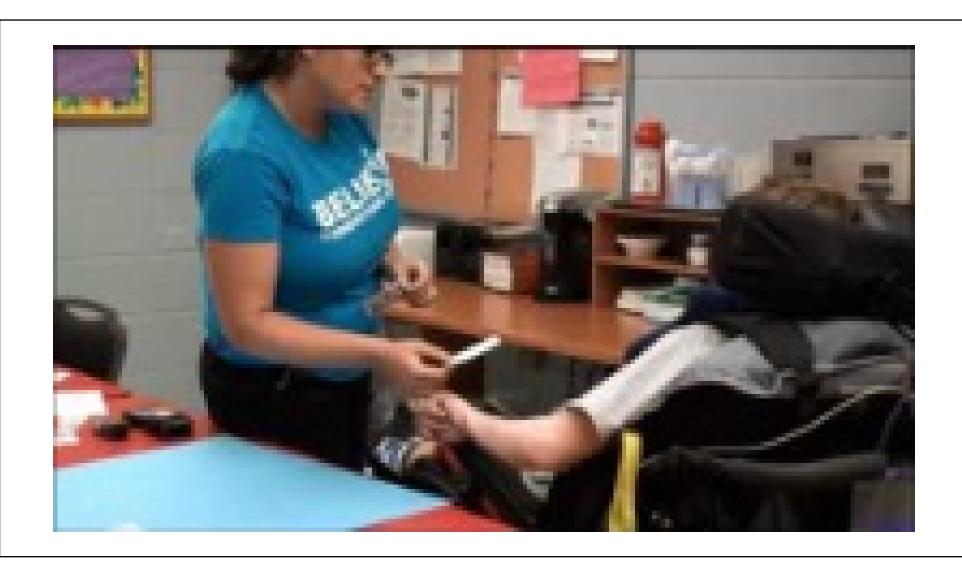
1. Multiple ways to communicate the Person Questions

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



Example: Person Question 1 – What do I want to learn?



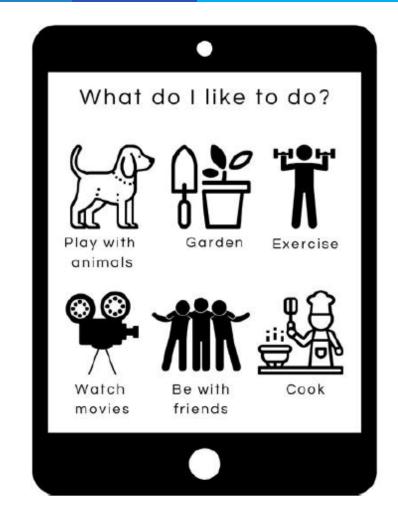
COMMUNICATING PERSON QUESTIONS

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:

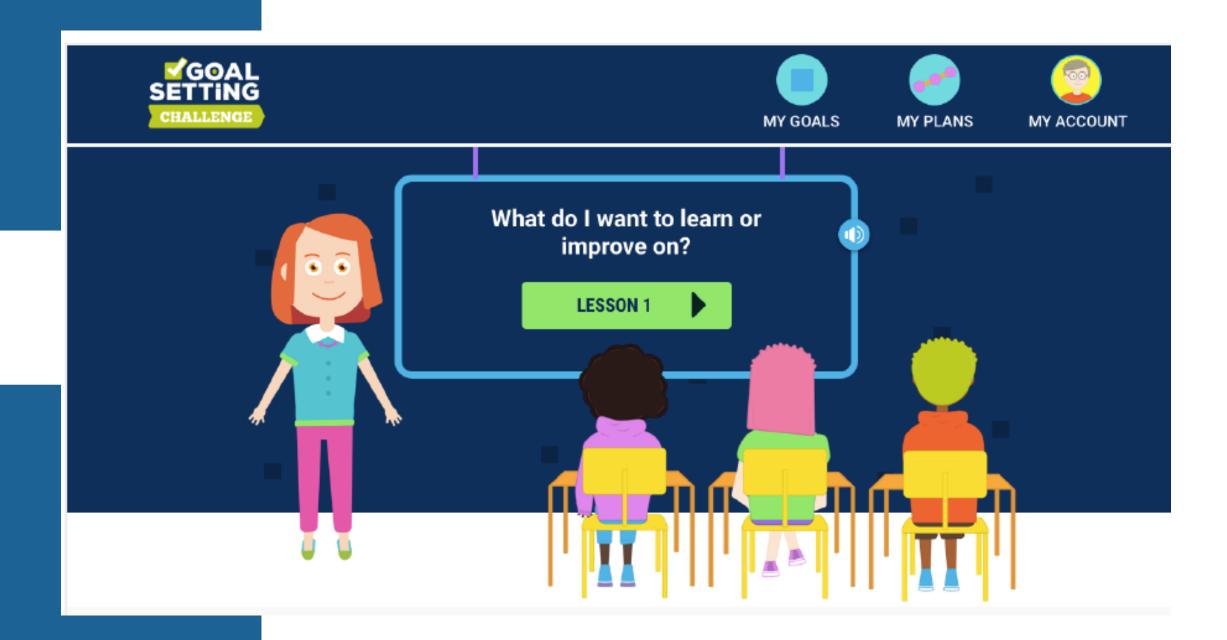
- Engagement
- Representation
- Action and expression





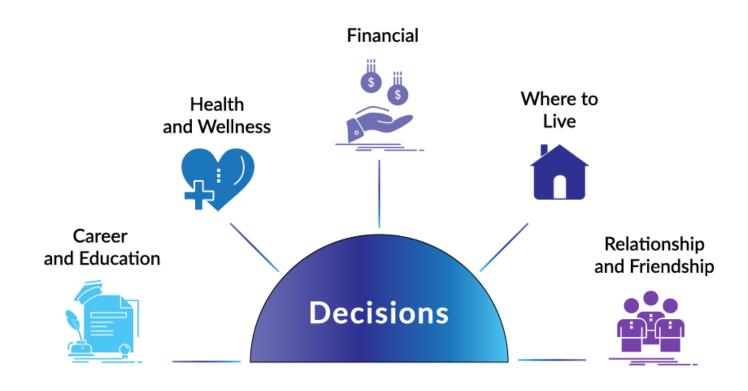
Example: SDLMI Key Terms – Defining Barriers







Supported
Decision-Making:
Changing Options
for Decision
Making and SelfDetermination



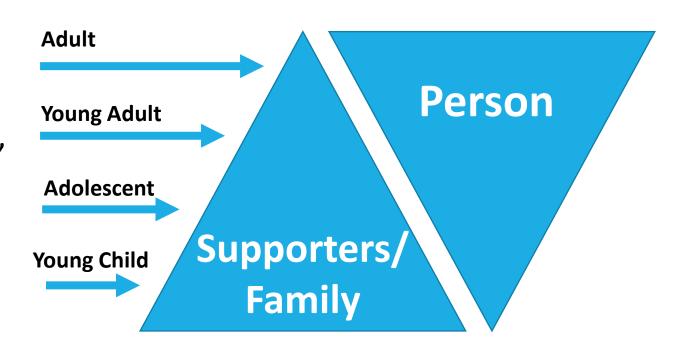


Working on selfdetermination has opened my eyes that I could do it, but I think I've opened a lot of eyes too...

LOOKING TOWARD THE FUTURE

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





Thank you! For more information, visit:









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

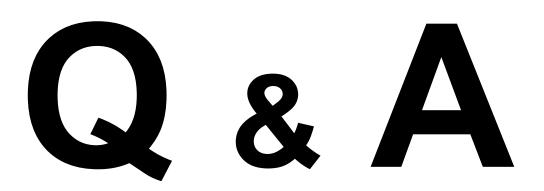


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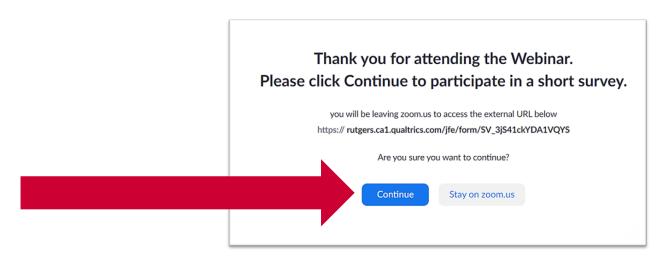


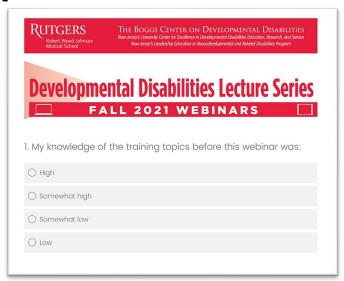


Evaluation

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