THE IMPACT OF THE STUDENT DIRECTED TRANSITION PLANNING

LESSONS ON THE SELF- ADVOCACY AND DECISION MAKING SKILLS OF

STUDENTS WITH DISABILITIES: A MIXED METHODS ANALYSIS

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DEDICATION

This is dedicated to the memory of Tannis Montana Osborn, who taught me the value of an education and that with hard work and dedication anything is possible. I love you, Grandma.

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Abstract

The purpose of transition services within special education is to prepare students for post-secondary education, employment, and independent living. Self-determination reflects the belief that all individuals, including those with disabilities, have the right to make decisions regarding their own lives. Because self-advocacy and decision-making skills are crucial to the success of students with disabilities in order to overcome the challenges in their adult lives, learning these skills is critical. Teaching and promoting these skills within the provisions of transition services for youth with disabilities has become an expectation of the federal government with the reauthorizations of IDEIA in 2004 and the Americans with Disabilities Act in 2009. The Student-Directed Transition Planning (SDTP) lessons provide a vehicle for teaching students the self-determination skills necessary in order to self-advocate and make decisions. The purpose of this two phase, explanatory sequential mixed methods study was to examine the impact of the Student Directed Transition Planning (SDTP) lessons on the self-advocacy and decision making skills of ninth grade high school students with disabilities. The results of this study support that the Student Directed Transition Planning (STDP) lessons is an effective instructional intervention for improving the self-advocacy and decision making skills of ninth grade students with disabilities.

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CHAPTER I

INTRODUCTION

The transition from school to adult life can be challenging for adolescents with disabilities. Leaders such as Madeline Will (1984) and Andrew Halpern (1985) helped create a vision of seamless transition from school to adulthood for students with disabilities. This along with several pieces of legislation, such as the Individuals with Disabilities Education Act (IDEA) in 1990 and its subsequent reauthorizations in 1997 and 2004, added the provisions of transition services to the educational landscape.

Societal views about the transitional phases of youth have changed over the past several decades. We have witnessed a big change in how and when youth take on adult roles. Today, the transition to adulthood is drawn out over a span of nearly a decade and consists of a series of smaller steps rather than a single swift and coordinated one, as was common in the 1950s (Berlin, Furstenburg & Waters, 2010). In the 1960s students began to delay indicators of transition (e.g., full-time work, marriage, parenthood) to pursue higher education. This delay in transition has carried over into the new millennium and is current in today's society. Now more than ever, the labor market places higher premiums on workers with college degrees, and flexible workers who can adapt to changes in marketplace conditions. These conditions present many challenges for students with disabilities.

Policy and Transition Services

The purpose of transition services within special education is to prepare students for adult life. The history of transition planning and services for individuals with disabilities in the US dates back to the early 1900's and can be traced through various

pieces of legislation including rehabilitation and civil rights legislation, special education legislation, and vocational/technical legislation (Sitlington & Clark, 2006). These pieces of legislation became the vehicle for the vast literature base of studies, position papers, and conceptual pieces that make up the current status of transition planning and service delivery today.

As vocational education was taking off in the 1960s and 1970s the first conceptual pieces were written about the normalization of people with disabilities, namely mental retardation (now referred to as intellectual disability). Benget Nirje defined the normalization principle as making available to the mentally retarded patterns and conditions of everyday life, which are as close as possible to the norms and patterns of the mainstream of society (1969). In 1972 Wolf Wolfsenburger reviewed the principle of normalization and found that in concept, the highest goal of the principle of normalization is the establishment, enhancement, or defense of the social role(s) of a person or group, via the enhancement of people's social images and personal competencies (2011). Wolfsenburger was unhappy with the term normalization because he thought that many policy makers and researchers misconstrued the term so in 1983 he suggested that the term "normalization" be dropped and "social role valorization" take its place (Wolfsenburger, 2011). During this time the normalization movement sought to reform the services and living environments for individuals with disabilities, which led to the deinstitutionalization of people with disabilities.

Rehabilitation Act of 1973 Section 504

Section 504 of The Rehabilitation Act of 1973 provides the basis for equal access and reasonable accommodations in educational and community settings for people with

disabilities (Sitlington, Neubert & Clark, 2010). This legislation was modeled after the Civil Rights Act that was passed in 1964. Section 504 defines disability as a physical or mental impairment that substantially limits one or more of the major life activities of an individual (Weber, 2010). It covers a broad variety of disabilities and can provide supports for students who may not otherwise qualify for special education services under IDEA. It is important for students to understand that under this legislation as well as the American with Disabilities Act of 1990 that students are responsible to ask, and qualify, for the accommodations that are needed. This is why it is important to teach students with disabilities the self-advocacy skills necessary for them to be able to access the services successfully. Amendments to Section 504 in 1974, 1983, and 1986, further provided funds for supported employment and transition services and helped pave the way for the Americans with Disabilities Act of 1990.

Education for All Handicapped Children Act 1975 of (PL 94-142)

Up until 1975 students with disabilities were not entitled to a free and appropriate public education. Although there was civil rights legislation on the books to offer accommodations (RA 1973 Sec. 504), parents had to request accommodations and students had to be assessed and qualify. This is still the case today for post-secondary educational settings. The Education for All Handicapped Children Act was landmark legislation in that it provided all children with disabilities the six basic principles which are still the foundation of special education services today, found in Part B of Individuals with Disabilities Education Improvement Act of 2004 (IDEIA, 2004) (Sitlington, Neubert & Clark, 2010). These six principles are that children with disabilities have the right to a free and appropriate public education in the least restrictive environment. There will be

an evaluation process to determine if and what special education services a child may need, the process will be nondiscriminatory, and will be conducted by a multidisciplinary team. The parents will be notified of any referral for special education services evaluations and they have a right to due process if there is a disagreement with the school's decision. Also, parents have the right to fully participate in the decisions made by the school in regard to their children's education.

It was during this time educators and policy makers recognized that vocational education and independent living skills were needed to improve postsecondary outcomes for students with disabilities. PL 94-142 specifically stated that state and local education agencies (LEA's) had to take steps to ensure that students with disabilities were able to access the same types of programs and services as students without disabilities (Sitlington, Neubert & Clark, 2010). The programs that students with disabilities now had full access to were industrial arts, home economics and vocational education programs. At this time researchers began to study postsecondary outcomes of students with disabilities and found that poor independent living and employment outcomes were prevalent. This information provided the necessary push to focus on the transition needs of secondary students, which led to the transition initiatives that emerged in the 1980's. The amendments of 1983 and 1986 to the Education for all Handicapped Children Act provided the funding for some of the first model demonstration programs and research projects which served as a starting point for future transition services.

In 1984 Madeline Will at the Office of Special Education and Rehabilitation Services (OSERS) developed the Bridges from School-to-Working Life model of transition services. According to Will, transition is a bridge between the security and structure

offered by the school and the opportunities and risks of adult life (1984). With this in mind, Will developed a model that was comprised of five components, a high school foundation, three bridges, and an employment foundation (see figure below).

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┌─────────────┐      No  │ Special │ Services      ┌─────────────┐
│             │                                    │             │
│ High School │     Time │ Limited │ Services      │ Employment  │
│             │                                    │             │
└─────────────┘      On- │ Going   │ Services      └─────────────┘
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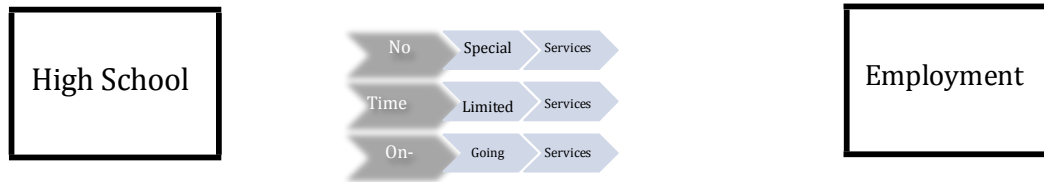
Figure 1. Bridges to Employment Model.

According to the model, secondary education along with vocational education and other school-based services offered at the high school level provide the foundation for students with disabilities transition to adult life and determine the extent of success in postsecondary outcomes. The first bridge from school to employment, no special services, was the same for students with and without disabilities. Students relied on their own resources to find employment without using any services for people with disabilities. This does not mean that the services are not available and oftentimes the contacts made in special internships or programs in high school led to postsecondary employment without services. The second bridge, time limited services, offered temporary services such as vocational rehabilitation, vocational education, or other job training programs that were for a limited time. Upon completion of the program students were expected to be capable of making it on their own. Extensions were available if necessary, but services were normally terminated after the training period. The third bridge, on-going services, consisted of services that were provided throughout the tenure of the employment. This allowed people with disabilities to work. Until this model, on-going services consisted of custodial situations, which excluded people with disabilities from the workforce. The

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final piece of the model was the foundation of employment. Although Wehman and Kregel (1985) also developed a model of supported employment for people with disabilities, Will collaborated with professionals in the disability field to develop and incorporate into federal regulations and funding streams the notion of supported employment. Will stated that programming for transition from school to working life cannot be adequately addressed without simultaneous attention given to the labor issues like minimum wage levels, incentives to offer employment, and equal employment opportunity (1984). This landmark model led the way in guiding OSERS in programming for transition services and set the stage for future transition initiatives. In 1985, Andrew Halpern argued that the goals of transition should never be confined to employment only, but should encompass all appropriate dimensions of adult adjustment and involvement in the community (1985). At this time the bridges model was expanded to encompass social and interpersonal networks and residential environment. This expanded model reflected the field's recognition that a person needs more than just work to enjoy life.

The decade of 1990 to 2000 was a period of time that key civil rights, educational and career/technical legislative acts, empirical research studies and position papers further defined and refined transition planning for students with disabilities. The Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act of 1990, and the Individuals with Disabilities Education Act Amendments of 1997 helped guide transition studies and positions throughout the decade.

Americans with Disabilities Act of 1990

The Americans with Disabilities Act extended civil rights protection set forth in section 504 of the Rehabilitation Act for individuals with disabilities in all policies, procedures, and practices within the private arena with specific provisions for the areas of employment, public accommodations, transportation, and telecommunication (Test, Aspel & Evers, 2006). This piece of legislation opened up opportunities for students with disabilities to transition more smoothly into employment and the community. Although there are no specific mandates in section 504 addressing postsecondary education, the requirements that are in place have resulted in colleges and universities examining accessibility issues. The impacts that federal civil rights legislation has on postsecondary educational institutions prohibits colleges and universities from limiting the number of students with disabilities admitted to the institution, asking on applications about disability status, giving admissions tests in inaccessible locations, and providing less financial assistance to students with disabilities among others. This legislation allows more access to the university experience for students with disabilities, which enables them to participate with their peer group in postsecondary education. Section 504 requires that postsecondary students with disabilities self-identify and provide documentation to establish eligibility for accommodations and services (Shaw, 2006). Because of this, it is critical that students have the self-advocacy skills necessary to access the services that are available to them in postsecondary educational settings.

Individuals with Disabilities Education Act of 1990 (IDEA)

The Individuals with Disabilities Education Act of 1990 was the first piece of federal legislation mandating that a statement of needed transition services be included in

a student's IEP by age 16 or at a younger age if appropriate (Sitlington & Clark, 2006).

Currently, transition services are defined in IDEA as:

> A coordinated set of activities for a child with a disability that: a) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; b) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and c) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation (PL 108-446 IDEA Re-Authorization, P. 118, §2658, 2004).

This act included transition planning as a priority for students with disabilities. It clearly designated that special educators were responsible for initiating the transition planning process. This act also mandated the need for student involvement in the transition process and stressed the importance of including community and adult service agencies as part of the transition team.

IDEA Amendments of 1997

The amendments to IDEA 1990 broadened the scope of transition services. The

definition stayed the same, but the coordinated set of activities now included more support services that included things like speech pathology, psychological counseling, recreation, and social work services. These mandates are an indication that overall quality of life had become a priority in transition planning and service delivery. Another significant change in the amendments was the age requirement for addressing transition services on a student's IEP was lowered from 16 to 14 years old. Other key changes were that students were no longer to be excluded from state and district assessments and also a statement of individual modifications added to the student's IEP regarding the administration of the assessments. Although mandates required that students be served in the least restrictive environment since 1975, these amendments in 1997 strengthened student participation in the general education setting by requiring specific statements that addressed student progress in general education settings and including general education teachers as part of the IEP team meetings.

This decade saw many significant changes in transition services brought about through various pieces of civil rights and special education legislation. Transition planning and services evolved from a good idea to legal mandates and students with disabilities were now being served in a much more significant way than in the past. The emphasis in this decade went from employment and vocational rehabilitation only to shaping transition planning to offer services in all quadrants of a student's life. By this time, students with disabilities were now participating in general education classrooms, which allowed for better opportunities to transition to postsecondary education due to exposure to general education curriculum, and more interaction with their peer group. Although transition services came a long way in this decade it has continued to evolve as

researchers, educators and policy makers continued to focus on the transition needs of students with disabilities.

No Child Left Behind Act of 2001 (NCLB)

The No Child Left Behind Act governs elementary and secondary education. NCLB has four education reform principles: (a) accountability for results, (b) increased flexibility and local control, (c) expanded options for parents, and (d) the use of teaching methods that have been proven to be effective (Sitlington & Clark, 2006). Although accountability has always been a part of the educational landscape, NCLB has taken it to new heights.

Students with disabilities are now expected to master academic content at grade level. In many schools this has changed the role for special educators, many have become co-teachers or consultants in general education classrooms. Some schools have responded to inclusion and NCLB by focusing on content classes during high school and focusing on transition services in the community between the ages of 18-21 (Sitlington, Neubert & Clark, 2010). This may work well for some students with disabilities, but for most students, particularly those with high incidence disabilities who may want to transition with their peers and obtain a regular high school diploma, it may be problematic. Teaching students with high incidence disabilities the skills necessary to transition to adulthood needs to happen early on in their education. Oftentimes there is not enough time outside of the academic core subjects to teach these skills. Because of this, students with high incidence disabilities oftentimes lag behind their peers without disabilities in employment, independent living and interpersonal relationships, and postsecondary education in their adult lives.

Individuals with Disabilities Education Improvement Act of 2004

In 2004 there were many changes to IDEA in terms of IEP requirements. The goal of these changes was to attempt to align IDEA with NCLB in order to implement the laws more "seamlessly" (Sitlington, Neubert & Clark, 2010). In terms of transition services there were some key changes. Among the changes were that the age for first addressing transition needs has returned to 16 years old. Some states still continue to begin services at the age of 14, as was mandated in 1997, but it is no longer a requirement. Another addition to IDEA in 2004 was that transition goals now need to be measurable and related to training, education, employment, and independent living skills, and services need to be aligned to assist a student in reaching those specific goals.

A student must now have a Summary of Performance (SOP) when they graduate from high school. Preferably, the SOP should be part of the student's IEP process. Also, in 2004 the states were responsible for more accountability and are required to report the data every year. There are 20 indicators in total. Two indicators are directly related to transition services. Indicator 13 focuses on the IEP process and transition services (Sitlington, Neubert & Clark, 2010). States are required to collect data on the percent of students with an IEP with measurable annual IEP goals and transition services that assist them in meeting the goals. Indicator 14 focuses on a student's actual postsecondary outcomes. States collect data on students who are either competitively employed or enrolled in a postsecondary educational environment of some sort.

The first decade of the new century ushered in many significant changes in transition planning and service delivery. The focus on person-centered planning and self-determination came to the forefront. Many new transition models focusing on these

concepts have been developed and empirically studied. Student directed IEP and transition planning curricula have been developed and are currently being studied in order to move the field in new and exciting directions.

Entitlement and Eligibility

As students move from school to post school settings they transition from a system of entitlement (IDEA), which means that they are entitled to receive all of the federally mandated services relating to a free and appropriate public education (FAPE) through the school system, to a system of eligibility, which means that they must ask and qualify for services based on their civil rights (Americans with Disabilities Act & Rehabilitation Act of 1973 Section 504). For students with disabilities, it is imperative that they fully understand the ramifications of transitioning from one system to the other. No longer will they be entitled to receive the special education services that they have received throughout their education. They will have to seek out, request, and be eligible for the supports and services that they may need to access education, living facilities, and employment supports. One skill that is crucial for students with disabilities to acquire during their school years is self-advocacy. Although the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act are civil rights laws intended to allow equal access for people with disabilities to all of the activities that adult life offers, students with disabilities need to understand their rights as specified under the law and have the ability to request the services. Self-awareness is also essential in order to know what types of supports that they might need.

Accommodations and modifications. Being able to provide ample opportunities for success to all students requires a clear understanding of the needs of each individual

student. Every student has unique learning needs, and some students require more help than others. Students who receive special education services have a plan in place to identify the type of supports that are needed. When students with disabilities are in compulsory schooling, oftentimes they receive both accommodations and modifications. An accommodation is a change that helps a student overcome or work around the disability. These changes are typically physical or environmental changes. Allowing a student who has trouble writing to give his answers orally is an example of an accommodation. This sort of accommodation extends across assignments and content areas. Modifications are generally connected to instruction and assessment, things that can be tangibly changed or modified. Usually a modification means a change in what is being taught to or expected from the student. Making the assignment easier so the student is not doing the same level of work as other students is an example of a modification. This change is specific to a particular type of assignment. Making a slight modification to an assignment can drastically improve a student's ability to be academically successful. Changing what is being taught could make the difference in whether a student becomes proficient in the general education curriculum, which in turn could result in the attainment of an IEP Diploma (Certificate of Completion) as opposed to regular diploma (Certificate of Graduation). In other words, when the curriculum is modified, students' high school completion path is also modified. When students with disabilities transition to post-secondary venues they only receive accommodations (not modifications) based on their civil rights through the Americans with Disabilities Act and the Rehabilitation Act Section 504.

For students, the key to accessing these services is having the ability to self-advocate. Students need to understand what their needs are, be able to ask for accommodations and/or services. Students also have to provide current official documentation of their disability. It is imperative that they have the skills in place to not only know what accommodations they may need and how to access the services that are available, but to also know how to obtain the required documentation necessary in order to qualify for the services.

Milsom and Hartley (2005) described four components for effective college transition planning for students with disabilities. Students with disabilities: (a) need knowledge of their disability and awareness of personal strengths and skills, (b) should explore the relationship between their skills, abilities, and career interests, (c) should become aware of postsecondary support services and admission requirements, and (d) need the ability to self-advocate. The ability to self-advocate involves an awareness of needs, knowledge of rights, and self- determination skills.

Transition for Students with Disabilities

Regardless of whether young people enter the workforce directly after high school and gain independence, move out of their childhood home and pursue higher education, or prolong adolescence and live at home, they make a transition from school to adult life. This period of transition is a challenging one. For young people with disabilities, the challenges are compounded by whatever disabling condition they may have. The Individuals with Disabilities Education Act (IDEA) requires that schools provide transition services that are based on the individual student's strengths and preferences (2004). Although research indicates that transition services improve the post

school outcomes of students with disabilities, these students still lag behind students their non-disabled peers in terms of employment, postsecondary education enrollment and completion, and independent living (Newman et al., 2011; Wagner, Newman, Cameto, & Levine 2005). According to a report from the National Longitudinal Transition Study-2 (Newman et al., 2011), young adults with disabilities were less likely to have enrolled in postsecondary programs than were their peers in the general population (60 % vs. 67 %), and of these students, postsecondary completion rates of students with disabilities were lower than those of similar-aged students in the general population (41% vs.52%). In addition to lower postsecondary completion rates, students with disabilities also lag behind in employment. According to the US Department of Labor Office of Disability Employment Policy, "Persons with a Disability: Labor Force Characteristics Summary" (2012), only 20.9 % of people with disabilities participated in the workforce, as compared to 69.4 % for people without disabilities. In short, youth with disabilities continue to face an uncertain future as they exit high school in spite of 34 years of transition-related legislation directed at improving post-school outcomes for this population (Rusch, Hughes, Agran, Martin & Johnson, 2009). In order to help address the challenges that students with disabilities face, students with qualifying disabilities receive special education services, which include transition services. Transition services are designed to prepare students with disabilities for further education, employment, and independent living. Providing appropriate transition services for students with disabilities is a critical component of mandated legislation to assist them in their ability to maintain a suitable quality of life as functional adults in their communities. Transition initiatives have focused primarily on three domains:

postsecondary education, employment, and independent living (Scanlon, Patton & Raskin,2011). The ultimate goal of transition services is to help students with disabilities plan their futures and develop the self-efficacy necessary to lead productive adult lives. In 2003, ensuring that students with disabilities have "access to and full participation in postsecondary education" was identified as one of the key challenges in the future of secondary education and transition for such students (National Center on Secondary Education and Transition, p. 1). Over the course of the past 11 years strides have been made in providing students with disabilities the transition services necessary to effectively access postsecondary education, as well as independent living, and employment. This is evidenced not only by the numerous frameworks developed to serve as a basis for instructional design, but also, materials, methods, and strategies developed to promote self-determination. Federal mandates were also employed, by way of the reauthorization of IDEA in 2004, specifically Indicator 13 and Indicator 14, to address transition services. These indicators also specifically address self-determination skills.

Self-Determination and Transition for Students with Disabilities

Fostering self-determination has emerged as a central element of recommended and evidence-based transition practices for adolescents with disabilities (Solberg, Howard, Gresham & Carter, 2012). Students who are taught self-determination skills have the ability to exert more control over their lives empowering them to make decisions and self-advocate, which in turn leads to more autonomy and fulfillment in their adult lives. Promoting self-determination emerged as an instructional focus area in special education as a result of efforts to improve transition-related outcomes for students with

disabilities in the 1990's (Wehman, 2013). Studies have indicated that self-determination status has been linked to more positive academic and transition outcomes (Konrad, Fowler, Walker, Test, & Wood, 2007 Wehmeyer & Palmer, 2003), which include employment and independent living outcomes, and higher life satisfaction and positive quality of life (Lachapelle, et al., 2005; Nota, Ferrari, Soresi, & Wehmeyer, 2007; Shogren, Lopez, Wehmeyer, Little, & Pressgrove, 2006). Because of this, efforts to enhance self-determination of students with disabilities should include activities and materials that address all of the component elements of self-determination, which include decision-making and self-advocacy skills.

Self-determination and culturally and linguistically diverse families. A substantial literature base exists documenting that enhanced self-determination is a valued and important outcome for adolescents with disabilities and an essential component of transition programs. However, there is question of whether the characteristics of self-determination are valued by culturally and linguistically diverse (CLD) families. Transition policies and practices typically assume that youth with disabilities and their families give priority to individual-oriented outcomes such as self-determination, self-reliance, and independent living. However, not *all* youth and families share these values (Bui & Turnbull, 2003). How one defines "successful adulthood," the end goal of transition planning, is determined by culture-specific values and expectations about many important issues, such as work, community integration, role expectations, and social functioning. For example, the achievement of independence is often viewed as a fundamental transition goal for youth with disabilities. It is important that service providers develop culturally responsive transition practices; however, it is imperative that

the curriculum used in the transition process also meets the needs of CLD students and their families as well.

Although the research on self-determination curricular materials indicates that it has a significant impact on the acquisition of self-determination and self-advocacy skills for students with disabilities, the majority do not specifically address the needs of CLD learners. In 2005, Leake and Black found that virtually all available self-determination programs and curricula are based on American mainstream values that may be at odds with the values of CLD cultures. Since then, efforts have been made in creating curricula that is more culturally responsive. The Student-Directed Transition Planning lessons include family input in each lesson in an effort to meet the needs of CLD families. Research indicates that families from CLD backgrounds, who have children with disabilities, often report feeling like education professionals are insensitive or disregard their values and culture (Harry, Rueda & Kalyanpur, 1999; Rueda, Monzo, Shapiro, Gomez & Blacher, 2005). For example, Geenen, Powers, Vasquez and Bersani (2003) found that independent living is viewed negatively by CLD families because it is associated with separation from the family. The researchers also found that CLD families are wary of institutional supports and feel that accepting help from outsiders would bring shame upon the family. In this case, a more appropriate approach for transition planning and goal-setting might involve the following components: (a) developing family and community supports (as opposed to agency services); (b) promoting self-sufficiency within the family (rather than independent living skills); and (c) identifying ways to contribute to the larger group (instead of focusing on individual achievement) (Black & Leake, 2011). According to Leake and Black (2005), personnel

serving CLD youth should strive to use culturally sensitive ways to impart attitudes,

skills and knowledge that support self-determination. Listed in the following table are

some examples of individualistic values that commonly underlie transition policies and

practices, along with possible alternative CLD values that may be encountered:

Table 1

Individualistic Values and Alternative CLD Values

Individualistic	CLD
Individual competitiveness and personal achievement	Group competitiveness and group achievement
Self-determination and individual choice	Group or hierarchical decision making
Postsecondary education	Contributing to the family through wages, housework, etc.
Independent living and self-reliance	Residing with kin, interdependence, and possibly being cared for
Creating a transition plan on paper	Establishing a close personal relationship between professionals, youth, and family

Note. Adapted from "Cultural and Linguistic Diversity: Implications for Transition Personnel" by D. Leake & R. Black (2005).

Self-determination programs and curricula may therefore have to be adapted if they

are to be relevant and effective for many CLD youth.

  Researchers have identified potential benefits of self-determination for diverse

youth but have also argued that current interventions do not adequately address cultural

issues (Trainor, Lindstrom, Simon-Burroughs, Martin, & Sorrells, 2008). Understanding

the multiple factors that define one's cultural identity as well as the multiple systems that

filter the influence of culture on self-determination interventions is a complex task

(Shogren, 2011). It is necessary to further understand the influence of culture in order to

further enhance our ability to design and implement more culturally responsive

interventions to meet the needs of all students and families.

Self-Advocacy and Transition Planning.

  Self-advocacy is an important skill that students with disabilities need to have in order to effectively transition into their adult lives. As students transition out of high school they move out of a system of entitlement (IDEA), through the school system, into a system of eligibility (ADA & Section 504 of the Rehabilitation Act). Students need to be eligible and qualify for services in their adult lives. Because of this, it is very important that students with disabilities have the self-advocacy skills that will enable them to be successful adults. As Izzo and Lamb (2002) have noted, "Just as students with disabilities need direct instruction in effective learning strategies, they also need instruction and modeling in self-advocacy" (p.43). The skills related to self-advocacy that students need to develop are twofold. Students need to understand their rights and responsibilities, as well as have an understanding of what types of services they need in order to be successful. Students can also take a more active role in IEP meetings and transition planning. By actively participating in transition planning meetings, students will have the opportunity to practice the decision-making and self-advocacy skills necessary to access the supports and services that are essential to more positive outcomes in their adult lives.

Decision-Making and Transition Planning.

  A decision-making process involves coming to a judgment about which solution is best at a given time (Wehmeyer & Shogren, 2013). Decision-making is more broad than problem solving as not all decisions are necessarily problem based. Oftentimes, students have to decide between opportunities or a course of action that will propel them forward in attaining a goal. Self-determination and decision making have a significant impact on transition planning for students with disabilities (Wehmeyer, Agran & Hughes, 1998).

Studies have repeatedly shown that adolescents with disabilities can effectively

participate in the decision-making process (Wehmeyer, et al., 2007). Strategies for

enhancing student decision-making skills can be incorporated in all grades. With younger

children less complicated steps in the decision making process and teaching choice-

making skills first are effective strategies. As they get older, overt steps in the decision-

making process can be taught and more sophisticated decisions can be explored.

Student participation in IEP meetings. Beginning at age 16 (or younger if

determined appropriate by the IEP team) transition meetings must take place and cover

issues regarding post-school outcomes for the student in the areas of employment, further

education, and adult living. During these meetings student preferences and interests must

be considered. Sylvester, Woods, and Martin, (2007) designed the Student- Directed

Transition Planning lessons to address these very issues, while teaching self-

determination skills and providing a tool to increase student participation in transition

discussions during IEP meetings.

Purpose of the Study

Research indicates student directed transition planning contributes to successful

transitioning to adulthood for individuals with disabilities (Agran & Blanchard, Wehmeyer

& Kelchner, 1995; Wehmeyer & Sands, 1998; Woods, Sylvester & Martin, 2010; Yee et

al., 2011). IDEIA 2004 states that the transition sections of students' IEPs match students'

interests, capitalize on their skills, be mediated by their needs, and that students and

families provide input into the IEP transition discussion. For this to happen, students need

to be specifically taught transition knowledge and provided an opportunity to develop their

transition plan in partnership with their family and teachers (Zarrow Center for Learning

Enrichment, 2007, "Why SDTP?" para. 2). The purpose of this two-phase, explanatory

mixed-methods study was to examine the impact of the Student Directed Transition

Planning (SDTP) lessons on the self-advocacy and decision making skills of students with

disabilities and explore student perceptions of their self- advocacy and decision-making

skills post intervention. SDTP is defined as the eight specific lessons from the curriculum

developed by Sylvester, Woods, and Martin (2007). The eight lessons in the curriculum

package are: (1) Awareness of Self within Family and Community, (2) Transition Planning

Concepts and Terms, (3) Vision for Employment, (4) Vision for Post- Secondary

Education, (5) Vision for Adult Living, (6) Course of Study, (7) Connecting with Adult

Supports and Services, and (8) Summary of Performance.

Self-advocacy will be generally defined as the ability to articulate one's needs and

make informed decisions about the supports necessary to meet those needs (Izzo & Lamb,

2003) and will be measured by the ARC Self-Determination (SD) Scale. Decision-

making skills will be defined as a process of selecting or coming to a conclusion about

which solution is best given one's circumstances, values, priorities, and needs (Wehmeyer

& Schalock, 2001) and will also be measured by the ARC SD Scale. Participants'

perceptions of their self-advocacy and decision- making skills post intervention will be

gathered via semi-structured interviews. The interviews will take place at the end of the

eight-week lesson implementation.

Research Questions

1. To what extent do scores on self-advocacy differ as a result of SDTP instruction? Do

significant differences exist between pre-and post-test scores on self-advocacy; and do

differences in scores exist between those who received SDTP instruction and those who

did not?

2. To what extent do scores on decision-making differ as a result of SDTP instruction? Do significant differences exist between pre-and post-test scores on decision-making; and do significant differences in scores exist between those who received SDTP instruction and those who did not?

3. How do the participants who received instruction in SDTP describe their self- advocacy and decision making skills post intervention?

CHAPTER II

LITERATURE REVIEW

An effective means of addressing the gap for students with disabilities is to develop transition plans that include developing self-determination skills and self-advocacy skills. A large body of research indicates that self-determination and self-advocacy contribute to individuals with disabilities successfully transitioning from high school to post-secondary environments (Fiedler & Danneker, 2007; Field, Sarver & Shaw, 2003; Halpern, Yovanoff, Doren, & Benz, 1995; Konrad, Fowler, Walker, Test, & Wood 2007; Phillips, 2001; Roessler, Brown, & Rumrill, 1998; Test & Neale, 2004; Wehmeyer et al., 2005; Wehmyer & Schwartz, 1997, 1998). Direct instruction in self- determination was identified as best practice in the field of special education and was also identified as an essential component of a student's transition plan (Test et al., 2009). Because research that indicates that higher levels of self-determination are positively correlated with improved post-secondary outcomes, it is critical that transition plans involve providing instruction for students to develop these skills (Izzo & Lamb, 2003). By providing opportunities and supports that enhance the self-determination of students with disabilities, transition professionals provide the roadmap to students becoming causal agents in their lives.

Self-Determination Theory

Self-Determination Theory (SDT), proposed by Deci and Ryan (2000, 2008), suggests that human motivation requires an innate psychological need for competence, autonomy, and relatedness. When these basic needs are supported within the social context it allows for a growth process that fosters intrinsic motivation, which in turn allows for goal attainment and more satisfaction with personal wellbeing. Deci and Ryan state:

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SDT proposes fundamental needs: (a) to engage optimal challenges and experience mastery or effectance in the physical and social worlds; (b) to seek attachments and feelings of security, belongingness, and intimacy with others; and (c) to self-organize and regulate one's own behavior (and avoid heteronomous control), which includes the tendency to work toward inner coherence and integration among regulatory demands and goals (2000, p. 252).

If one experiences these factors that allow for intrinsic motivation, the ability to attain goals and pursue interests follows. Extrinsic factors play a role in motivation as well, such as deadlines or rewards. However, extrinsic motivation may undermine the autonomy, feelings of self-worth and the intrinsic factors that foster an overall sense of wellbeing. But, oftentimes, extrinsic factors do play a role in the intrinsic motivation of a person's ability to be satisfied with their work. For instance, although a nurse may not find the activity of bathing a patient intrinsically engaging in itself the value of providing a service to the patient that provides for the patient's health and well-being allows for the intrinsic rewards that motivate the nurse and allow for the autonomy that is intrinsic in nature.

SDT outlines a detailed process through which individuals become autonomous through intrinsic motivation (Gagne & Deci, 2005). SDT as it applies to the workplace distinguishes between autonomous motivation and controlled motivation, or working because one wants to, enjoying the self-fulfillment the job brings, as opposed to working because one has to and the motivation for doing so has nothing to do with self-fulfillment or satisfaction. SDT asserts that there is a continuum in which people exist in the workplace from amotivation, which is a complete lack of motivation, to intrinsic motivation.

Figure 2 illustrates this continuum. The self-determination continuum shows: amotivation, which is wholly lacking in self-determination; the types of extrinsic motivation, which vary in their degree of self-determination; and intrinsic motivation, which is invariantly self-determined. Also shown are the nature of the regulation for each and its placement along the continuum indexing the degree to which each represents autonomous motivation (Gagne & Deci, 2005). Self-determined individuals are more likely to be satisfied with their employment and live independently.

Figure 2. Self-Determination Motivation Continuum. Adapted from "Self-Determination Theory and Work Motivation" by M. Gagne and E. Deci, 2005, The Journal of Organizational Behavior, 4 (26) p. 336.
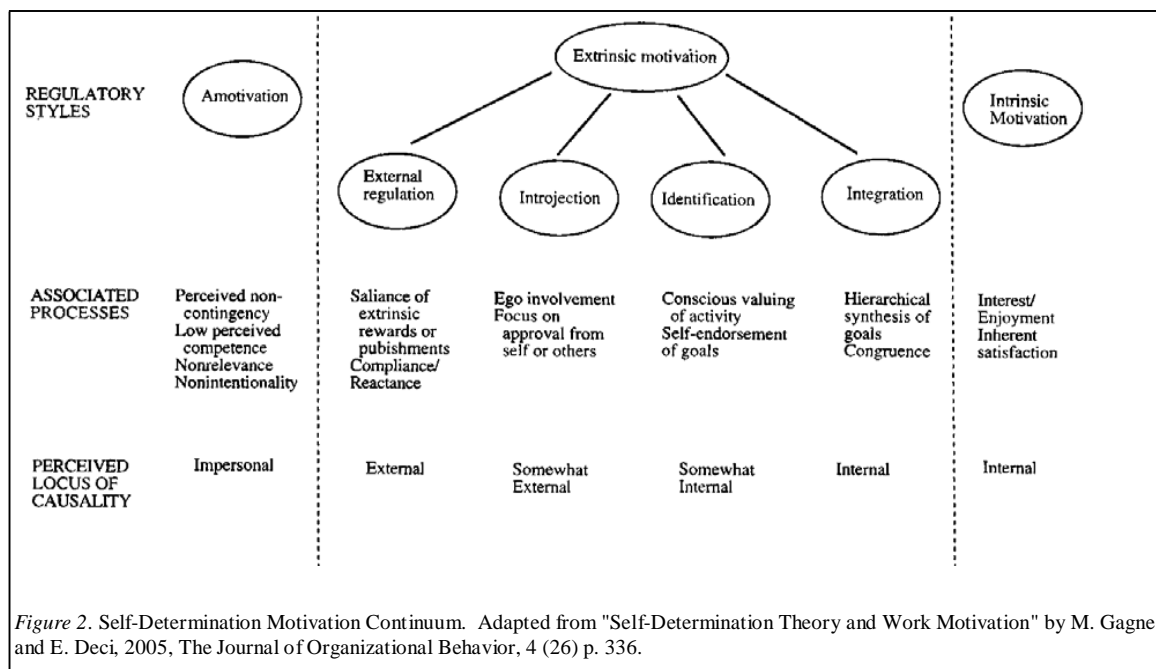
We first see the term self-determination within the disability literature in 1972 when Benget Nirje wrote The Right to Self-Determination, a chapter to be included in Wolfensberger's (1972) book on the principle of normalization. Nirje (1972) maintained that people with disabilities, being devalued by society, have a more difficult time asserting themselves and defining themselves as distinct individuals. Self-determination therefore becomes "all-important" for the individual with a disability. Nirje called for people with disabilities to be allowed control over their lives including choice over personal activities, participation in decision-making, independence to the extent possible,

and control over education.

One component of transition planning is teaching students skills that promote self-determination. Prior research indicates that in providing instruction that promotes self-determination, students with disabilities have more positive outcomes in a post-secondary environment (Scanlon et al., 2011). Self-Determination Theory (Deci & Ryan, 1985, 2000; Ryan & Deci, 2000) is based on the assumption that people have inborn tendencies to grow and develop psychologically, to strive to master challenges in the environment, and to integrate experience into self-concept. This theory holds that these human tendencies are fully expressed only within a supportive social context. That is, self-determination is not achieved simply because an individual has certain requisite knowledge and skills; it is also important that key people and institutions in the person's life provide a context conducive to self-determination (Bremer, Kachgal & Schoeller, 2003). Abery and Stancliffe (1996) have noted that even when youth have excellent self-determination skills, they can be thwarted in their efforts to become self-determined by people and institutions that present barriers or fail to provide needed supports. Multiple studies indicate that self-determination status is a predictor of quality of life for individuals with disabilities and is positively correlated with improved employment, independent living, and community inclusion outcomes (Lachapelle, et al., 2005; Nota, Ferrari, Soresi, & Wehmeyer, 2007; Wehmeyer et al., 2005). Although these studies indicate that self- determination is a critical piece in predicting more positive adult outcomes for individuals with disabilities, students still may lack opportunities to act independently and make decisions for themselves. This may result in less experience in self-advocacy, which is an important component of self-determination. Because of these limitations, students may not be successful in negotiating the daily challenges that they will experience in post-secondary education and the workplace. Wehmeyer and Palmer (2003)

conducted studies of students with disabilities one and three years after they left school to examine how they were doing in three major life categories: employment, independent living, and community integration. The results of these studies indicated that students who were more self-determined fared better across the three major life categories. Teaching self-determination skills is important, but also working collaboratively with schools, vocational rehabilitation, and community based agencies is necessary in order to provide the supports needed to enhance quality of life and post-secondary outcomes for students with disabilities**.**

According to Wehmeyer and Shogren (2013), self-determination emerges across the lifespan as children and adolescents learn skills and develop attitudes that enable them to be causal agents in their lives (p. 44). The characteristics that define self-determined behavior emerge through the acquisition of multiple component elements some of which are listed here: choice-making skills, decision-making skills, problem-solving skills, goal-setting and attainment skills, independence, risk-taking, and safety skills, self-observations, evaluation, and reinforcement skills, self-instruction skills, self-advocacy skills, internal locus of control, and self-awareness.

A study conducted in 2012, by Solberg, Howard, Gresham, and Carter, revealed that involvement in quality learning environments and individualized planning are strongly associated with developing an array of valuable skills and dispositions that can enhance student self-determination and preparation for adulthood. Also, research on the personal attributes of successful adults with disabilities indicates that strong academic skills (Benz,Yovanoff, & Doren, 1997; Halpern, Yovanoff, Doren, & Benz, 1995) and high levels of self-determination (Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1997, 1998) are correlated with improved post-secondary outcomes. A person practicing self-determination knows himself, values himself, has plans to achieve desired outcomes,

acts on those plans, experiences outcomes (desired or otherwise) and learns from them, making adjustments for next time (Field & Hoffman, 1994). People with disabilities often have had choices made for them and about them. Self-determination practices empower individuals to make their own choices (Woods & Martin, 2004). A person must have well developed self-determination skills in order to become a self-advocate (Shogren, Palmer, Wehmeyer, Williams-Diehm, & Little, 2011). Because self-advocacy skills are crucial to the success of students with disabilities in order to overcome the challenges in their adult lives, learning these skills is critical.

In 2005, Test, Fowler, Wood, Brewer, and Eddy developed a conceptual framework of self-advocacy based on the definitions found in the literature and stakeholders' input that includes four components (a) knowledge of self, (b) knowledge of rights, (c) communication, and (d) leadership. Knowledge of self relates to knowing one's own interests, preferences, strengths, needs, learning style, and attributes of one's disability. Knowledge of rights includes knowing one's rights as a citizen, as an individual with a disability, and as a student receiving services under the Individuals with Disabilities Education Act (IDEA). Also, students who are transitioning into adulthood need to have a full understanding of their rights as an adult. Students need to know how to navigate from a system of entitlement (IDEA) to a system of eligibility (Americans with Disabilities Act and Rehabilitation Act section 504).

Communication includes subcomponents such as negotiation, persuasion, and compromise (Wehmeyer & Schwartz, 1997), as well as body language and listening skills (Nezu, Nezu, & Arean, 1991). Finally, leadership involves learning the roles and dynamics of a group, as well as how to function in a group (Wehmeyer & Lawrence, 1995). Leadership also includes developing an understanding of one's role within a culture of

individuals with disabilities and standing up for the rights of a group. Fiedler and

Danneker (2007) believe that meeting the challenge of enhancing student's self-advocacy

skills will require that educators understand self- advocacy and recognize its significance

in obtaining successful outcomes for students with disabilities once they leave the P-12

school system. Self-advocacy is an important component of self-determination that can be

readily addressed in the school setting. The National Secondary Transition Training and

Assistance Center (NSTTAC) has begun to organize evidence-based practices by

intervention, rather than skill set (Mazzotti, Rowe, Cameto, & Test, 2013). Kohler's

Taxonomy for Transition Programming (1996) was used to organize the interventions and

establish the evidence base. Kohler's Taxonomy for Transition Programming (1996) focuses

on the areas of student-focused planning, student development, family involvement, program

structure, and interagency collaboration. Table 2 illustrates how all of the components of

Kohler's Taxonomy for Transition Programming fit into the core tenets of Deci and Ryan's

self-determination theory.

There are several practices related to self-advocacy and self-determination that

have demonstrated positive results for students with disabilities who are transitioning from

high school to adult life. Discussed below are several of the evidence-based practices that

specifically address self-determination, which include decision making and self-advocacy

skills.

Table 2. Kohler's Taxonomy for Transition Programming and Self-Determination Theory

	Student Focused Planning	Student Development	Family Involvement	Program Structure	Interagency Collaboration
Deci & Ryan	Autonomy	Competence	Relatedness	Autonomy, Competence & Relatedness	Autonomy, Competence & Relatedness
	Students will feel more autonomous with decisions and choices if they play a role and self-direct planning. "Whose Future is it Anyway?"	Students develop skills in problem solving, self-evaluation, self-advocacy, decision making, goal setting and self-monitoring in order to be competent and direct their transition plan.	Students have a psychological need for relatedness. The family inclusion is imperative and plays a large part in students' ability to direct their future. This is especially important for CLD learners.	Programs that allow students to direct their own learning, monitor progress and evaluate outcomes provide opportunities for more self-determined behaviors, which promote more student success.	Interagency collaboration can benefit students in knowing what the options are and providing opportunities for choice making, decision making and self-advocacy

The Self-Determined Learning Model of Instruction

The Self-Determined Learning Model of Instruction (SDLMI) is an instructional program focused on developing self-determination skills. The SDLMI is an intervention for teaching transition–related skills to students with disabilities through acquisition of self-determination skills. The SDLMI is a student-directed, teacher facilitated model that guides the student through a series of three stages. In each stage the student completes a series of four questions that lead them through the process of setting a goal, taking action and adjusting behaviors. Through this process the student learns how to self-regulate behavior and set and attain goals. Multiple studies indicate that students with disabilities, who receive instruction in the SDLMI, are likely to experience improved post-secondary outcomes (Wehmeyer 1997; Wehmeyer, Abery, Mithaug, & Stancliffe, 2003; Wehmeyer & Palmer, 2003; Benitez, Lattimore, & Wehmeyer, 2005;

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Wehmeyer, Garner, Yeager, Lawrence, & Davis, 2006 & Wehmeyer, Palmer, Lee, Williams- Deihm, & Shogren, 2011).   People who are self-determined act autonomously, self-regulate their behavior, and are psychologically empowered. The SDLMI teaches students to become causal agents in their lives by self-regulating their learning through goal-setting and attainment, thereby enhancing their self-determination (Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000). A self-determined person controls his own life and destiny (Wehmeyer, 1999). The SDLMI provides a framework for teachers to link instruction and student-directed learning strategies to a self-regulated problem solving process. Students learn to set goals, create action plans to achieve goals, self-monitor, and evaluate progress towards meeting and adjusting their goals.

In 1997, Wehmeyer and Schwarz conducted a study to explore self-determination and students with mental retardation post high school. Data regarding adult outcomes for these students nearly one year after graduation were collected. The resulting analysis indicated that self-determined students were more likely to have achieved more positive adult outcomes, including being employed at a higher rate and earning more per hour than peers who were not self-determined. A subsequent framework for promoting self-determination as an educational outcome was developed. The SDLMI has been widely used and empirically tested over the past 15 years.

Wehmeyer, Palmer, Agran, Mithaug, and Martin (2000), field-tested the newly developed SDLMI with students with disabilities. They recruited 21 teachers responsible for the instruction of adolescents receiving special education services in two states (Texas and Wisconsin). Each teacher was asked to identify at least one but no more than three students with whom to implement the model. Teachers worked collaboratively with project staff to identify students for involvement in the project. A total of 40 students (34

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from Texas, 6 from Wisconsin) eventually received instruction from teachers using the model. Students receiving instruction from teachers using the model attained educationally relevant goals, showed enhanced self-determination, and communicated their satisfaction with the process. Teachers implementing the model likewise indicated their satisfaction with the process and suggested that they would continue to use the model after the completion of the field test.

Agran, Blanchard, and Wehmeyer (2000) used the SDLMI curriculum and conducted a study using a single subject design with 19 students with mild to severe mental retardation to solve a variety of problems relating to their transition programs (e.g., arranging for transportation to job training site, following directions). This study used a single subject design in order to evaluate the efficacy of the model with students who had more significant cognitive disabilities. This study was conducted concurrently with the larger field test described previously. Seventeen of the 19 students made substantial progress. Results indicated that 89% of the participants' goals were at or above the expected level of outcome as rated by their teachers (Agran, Blanchard, & Wehmeyer, 2000). The findings from both of these studies provide the empirical documentation that established the initial evidence base that students who receive instruction using SDLMI curricular materials exhibit greater self-determined behaviors post-intervention.

In 2003, McGlashing-Johnson, Agran, Sitlington, Cavin, and Wehmeyer, conducted a study that investigated the effects of the SDLMI on student selected work skills for 4 students with moderate to severe disabilities. The students learned to set their own goals, develop an action plan, implement the plan, and adjust their goals and plans as needed. Three of the four participants achieved their self-selected goals, and one student did not meet the mastery criterion, but performed at a higher level during the training

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condition than in baseline. The results provided yet more support of the benefits of using the SDLMI curriculum for transition-age youth with moderate to severe disabilities.

In 2006, Agran, Cavin, Wehmeyer, and Palmer also conducted a study that investigated the effects of the SDLMI on the academic skill performance of three junior high school students with moderate to severe intellectual disabilities. The academic skills taught were aligned to the district general curriculum, and extended benchmarks were individually determined. The students were instructed to engage in a self-regulated problem-solving strategy, as well as to use one or more additional student-directed learning strategies. The results suggested that all students were able to acquire and maintain target academic skills to mastery levels. Also, all stakeholders had positive perceptions about the value of such instruction.

In more recent studies (Shogren, Palmer, Wehmeyer, Williams-Diehm & Little, 2012; and Wehmeyer, et al., 2012), researchers continue to study the impact of SDLMI with different student populations and continue to examine different essential components of the self- determination framework. For instance, Shogren, et al. (2012), studied the effects of SDLMI on access to general education curriculum and goal attainment. The results of this study suggest that implementing SDLMI led to significant changes in goal attainment and access to the general education curriculum for students with intellectual and learning disability. The same year, Wehmeyer, et al. (2012), conducted a study on the impact of SDLMI on student self- determination. The purpose of this study was to evaluate whether students with cognitive disabilities who receive instruction using SDLMI actually have enhanced levels of self- determination. After collecting data from 312 high school students the results from this study provided evidence that instruction with the SDLMI over two years significantly improves student self-determination. Students who

exhibit self-determination skills have more positive adult outcomes. The SDLMI addresses

many of the core components that self-determined individuals possess.   The following

table illustrates several important components that are particularly important to acquiring

self-determined behaviors:

Table 3.
Component Elements of Self-Determined Behavior

Choice-making skills
Decision-making skills
Problem-solving skills
Goal-setting and attainment skills
Independence, risk-taking, and safety skills
Self-observations, evaluation, and reinforcement
skills
Self-instruction skills
Self-advocacy skills
Internal locus of control
Self-awareness
Self-knowledge

Note. Adapted from "Life Beyond the Classroom" by P. Wehman (2013).

As a result of this, students who have received instruction in SDLMI have exhibited

more successful adult outcomes. The SDLMI specifically addresses self-advocacy and

decision- making skills. These are crucial skills that students need to have as they

transition to adulthood. As students move from a system of entitlement to one of eligibility,

these skills are necessary. The SDLMI also addresses problem solving decision-making

and goal setting skills. Students with disabilities need to be provided with opportunities

that allow them to practice these skills before they reach adulthood. By teaching students

self-determination skills it allows them the opportunity to choose their adult path. When

students create their own futures, they feel more autonomous with the outcomes of their

adult life. This creates higher levels of psychological well-being and satisfaction.

"Whose Future is it Anyway?"

Efforts to include student participation in their education-planning meetings can

have multiple benefits. These efforts provide students with self-advocacy and self-determination skills that will benefit them throughout their lives (Weymeyer & Sands, 1998). "Whose Future is it Anyway?" (WFA) developed by Wehmeyer and Kelchner (1997) is designed to promote self-advocacy skills and enable students with disabilities to assume a more meaningful role in their transition process.

The curriculum consists of 36 lessons to teach students transition concepts and planning skills to enable them to self-direct instructions related to (a) being aware of oneself and one's disability; (b) making decisions about transition-related outcomes; (c) identifying and securing community resources to support transition services; (d) writing and evaluating transition goals and objectives; (e) communicating effectively in small groups; and (f) developing the skills necessary to become an effective team member, leader and self-advocate. "Whose Future is it Anyway?" is designed to make every effort to ensure that the student retain control over the process while receiving the support that they need to succeed from the teacher. The teacher takes on the role of facilitator.

In 1995, Wehmeyer and Lawrence reported findings from a year-long field test to evaluate the efficacy of the WFA materials. This study was conducted in an urban school district with students identified as having mild disabilities, primarily learning disabilities and mild mental retardation (Wehmeyer & Lawrence, 1995). The researchers collected pre and post- intervention data on student self-determination using The ARC Self-Determination Scale, which is a student self-report measure of self-determination. The authors reported that the results of this study yielded only limited support for the impact of this intervention on student outcomes. Although the impact was limited, the authors believed that the field test results and the anecdotal information together supported the potential efficacy of involving students in the transition process.

The authors also stated, "It may be unreasonable to expect that any single- year intervention could overcome years of negative perceptions and beliefs based on students experiences" (Wehmeyer & Lawrence, p. 80, 1995). Quite possibly, this study represents a sign of the times. In 1995 the perception of students with disabilities having the ability to be actively involved participants in their transition planning was in its infancy. Subsequent studies have indicated that student involvement and leadership is indeed an important component of transition planning and service delivery. In 2008, Wehmeyer and Lawrence conducted a national replication of WFA with 290 students with intellectual disability across 21 states. Like the previous study, this study measured knowledge about transition planning and perceptions of transition planning efficacy pre and post-intervention. The results of this study indicated that the participants gained knowledge about transition planning and had significant gains in positive perceptions of self-efficacy about transition planning and more positive outcome expectations.

Lee et al. (2011) conducted a study with 169 middle school children to explore the impact of WFA with a computer-based reading support program on the self-efficacy, self- determination, and outcome expectancy and transition planning knowledge of students with disabilities. For this study, students were randomly assigned to control and treatment groups. The control group received instruction in WFA traditionally and the treatment group received instruction via the computer-based reading support program. After analysis, results indicated that there were significant gains from pre to post-intervention for all students, both treatment and control on the self-efficacy, self-determination, and outcome expectancy score and transition planning knowledge. Students in the treatment group did benefit more from the access to the technology than did the students who had no access. These three studies do not actually establish a

causal relationship between WFT and improved student outcomes. The first two studies did not use a control group. Because of this the results could possibly be explained due to other factors. Although the Lee et al. study used a randomized-trial control and treatment group, all of the participants received the intervention, just in different forms.

In 2011, Wehmeyer, Palmer, Lee, Williams-Diehm, and Shogren conducted a study to establish a causal link between WFA and positive student outcomes in student involvement in transition planning and self-determination and also whether the impact would differ by age groups. This study used a randomized-trial, placebo control group design. Results indicated that instruction using WFA process resulted in significant, positive differences in self- determination when compared with the placebo-control group and students who received instruction gained transition knowledge and skills (Wehmeyer, et al. 2011). Thus, providing evidence establishing that the WFA curriculum had a positive causal effect on student self- determination and student transition knowledge and skills across both middle and high school.

In 2013, Shogren, Wehmeyer, Palmer, Riffenbark, and Little conducted a study of 779 students who participated in a group randomized control group study of self-determination interventions in secondary school to examine the relationship between self-determination when exiting high school and one and two years post-high school. The participants for this particular study were also involved in a large scale study of the efficacy of "Whose Future is it Anyway?".

The primary purpose of this study was to explore the differences in the relationship between self-determination and adult outcomes. The results of this study indicate that self- determination status at time one predicted the outcomes at time two and time three which represented the students last year in high school. Time three

predicted outcomes of the students first year out of high school (time four), but did not directly predict employment two years post high school (time five). Also, self-determination status at time three did not predict independent living or life satisfaction and showed a significant, negative relationship with financial independence at time five, but the treatment group did have slightly higher levels of financial independence.

Although this study did not directly examine the WFA curriculum, I thought that it was important to include, as the curriculum was used to teach self-determination skills to the participants. The results of the study indicate that students need to continue to have access to direct instruction in self-determination post high school as they move further away from the supports that are provided in the school context.

ChoiceMaker

The ChoiceMaker curriculum, developed by Martin and Marshall (1995), teaches students the self-determination skills necessary to set goals and make decisions in their transition process. The ChoiceMaker curriculum consists of three sections: (a) choosing goals, (b) expressing goals, and (c) taking action. Each section contains from two to four teaching goals and numerous teaching objectives addressing six transition areas consisting of post-high school education, employment, personal (recreation & leisure), housing and daily living, community participation and high school interests. Students learn to manage their own goal attainment process by making decisions and taking action on their self-selected transition area(s).

Cross, Cooke, Wood, and Test (1999) conducted a study to compare the effects of the McGill Action Planning System (MAPS) program (1989) and the ChoiceMaker curriculum for increasing self-determination skills in 10 high school students with mild to moderate learning and intellectual disabilities. A quasi-experimental, pre/post-test, multiple

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baseline across behaviors design was used.   The ARC Self-Determination Scale and

ChoiceMaker Self- Determination Assessment were used to measure participant outcomes.

The results of this study indicated significant pre/post effects on both the ARC Self-

Determination Scale on total self- determination and autonomy scores and ChoiceMaker

Self-Determination Assessment in expressing goals and taking action.

In 2010 a study was conducted to determine if the ChoiceMaker curriculum was a

viable product to use with students who have EBD (emotional behavioral disorder) to

improve their ability to set and attain goals (Chambers, 2010). The students in the study

were educated in a private separate day school in a self-contained classroom. Using self-

determination theory and the construct of quality of life as the lens, the study examined the

student's ability to develop and utilize self- determination skills with and without

instruction. The study used a single subject multiple baseline design to track the students'

progress throughout the intervention with a partial withdraw method. The cohort

comprised of six students, three male and three female students who were interviewed,

observed and then provided instruction using the ChoiceMaker curriculum to target self-

determination skills through goal setting and attainment. The students set and tracked IEP

goals each week over a thirteen week period. The expected outcome of this research was

to: (a) promote student involvement in setting, achieving, and mastering goals set by the

educational team; and (b) serve as the basis for future study of self-determination. The

study yielded favorable results demonstrating that ChoiceMaker is an effective tool to use

with EBD students.

A quasi experimental study (Bonnett, 2006) was conducted to identify if the

ChoiceMaker curriculum was effective in improving self-determination among high-

school students with disabilities. A mixed factorial ANOVA design was used with a

sample of 72 special education students ranging in age from 17 to 21 years old with learning disabled (LD), emotionally disturbed (ED), other health impaired (OH), and speech and language impaired (SI). Self-determination scores, were measured using the ARC Self-Determination Scale and were compared before and after the ChoiceMaker curriculum had been implemented in a 4-week intervention. The results from this study supported the main hypothesis that the curriculum intervention significantly increased self-determination skill scores (self-realization and total scores) among these students.

Take Action

The Take Action (Huber Marshall, et al., 1999) lesson package systematically teaches students a process to attain their own goals by using a model-lead-test approach. A student- oriented videotape provides the model. Detailed lesson plans describe the activities, student worksheets, and student competency checks. Teachers can choose from one of two formats: one that teaches long-term goal attainment, and the other that teaches daily goal attainment. The lesson package consists of a student video, teacher lessons manual, and student worksheets. Students learn to break their long-term goals into short-term goals that can be accomplished in a short time period. Lessons teach students to plan how they will attain their goal by deciding: a standard for goal performance, a means to get feedback on performance, what motivates effort, goal attainment strategies, needed support, and schedule. This plan leads to student action, evaluation, and adjustment. The lessons can be applied to any goal or project including students' IEP goals. A growing number of studies have documented the effectiveness of the Take Action goal attainment instructional program. German, Martin, Marshall, and Sale (2000) undertook a study to determine the effectiveness of Take Action in teaching goal attainment to six students with mild to moderate intellectual disability. After completing the modified lessons that come

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with the Take Action instructional program, all the students had significant increases in the attainment of specific daily goals. During baseline, students achieved from 0 to 25 percent of their daily goals. After instruction in the Take Action process, students attained 80 to 100 percent of their goals.

Walden (2002) demonstrated that university students with learning disabilities could learn the Take Action goal attainment process. He showed that even college students lost their acquired skills over time if they did not continue working with the take action process, and that the skills did not generalize to a novel task. Walden's (2002) findings strongly suggest the need for continued practice with the Take Action process. He showed that the lesson package itself was insufficient in teaching generalization and maintenance of the Take Action process.

Martin, Marshall, and El-Kazimi (2007) reported on using Take Action with 101 middle school students (with and without disabilities) in four sections of eighth grade English. Using a multiple baseline design across class sections, Take Action increased students' self- determination assessment scores, the number of long-term goals set and attained, and students with IEPs experienced the largest growth gains. Students reported after the study ended that Take Action assisted them in planning and accomplishing the goals.

TAKE CHARGE for the Future

The TAKE CHARGE for the Future curriculum (Powers, Wilson, Turner, & Rein, 1995) is aimed at youth with and without disabilities (Powers et al., 1996). An individualized approach is used to help youth learn self-determination skills. Youth learn the skills of self-determination as they are working toward their own goals and are being supported by a facilitator or mentor. There are four primary components to the curriculum:

skill facilitation, mentorship, peer support, and parent support. To promote skill development, facilitators or coaches meet with youth once or twice a week for a period of 6 to 9 months. The Take Charge curriculum introduces adolescents to self-determination skills in the areas of achievement, partnership, and coping.

A field test was conducted in 1996 (Powers, Turner, & Matuszewski) to test the efficacy of the TAKE CHARGE for the Future model. The findings substantiated that there was a positive impact on promoting students empowerment, identification and pursuit of goals, and healthy psychological adjustment. That same year a qualitative study was also conducted (Powers, Turner, Matuszweski, & Wilson, 1996) to identify specific factors that promoted student participation in the transition planning process. The study was conducted with 12 high school students who did not actively participate in their transition planning process, along with their parents and school staff. Student, family and staff themes were extrapolated from the coding sessions. Findings were that students were interested in being more involved in their transition planning process, but wanted clearer explanations of how the process worked and less use of jargon. Parents indicated that they were concerned that their children's input would not be respected and that they were unsure of ways to support them in efforts to self-advocate. Parents were also unsure of their role in the transition planning process. Staff indicated that the students needed skills structure and allies in order to more fully participate in the transition planning process. Staff also stressed the importance of interagency collaboration and administrative support from the school.

Powers, Turner, Westwood, Matuszewski, Wilson, and Phillips (2001) conducted a randomized field test of the TAKE CHARGE for the Future curriculum. The purpose of this study was to evaluate the impact of the model on the transition planning involvement

of students with disabilities. In this group experimental design study, 43 high school

students with mild to moderate learning disabilities and various combined disabilities

participated in this study in order to assess levels of involvement in transition planning

activities, transition awareness, empowerment, and engagement in transition planning

meetings. The results of this study indicated that after receiving instruction in the TAKE

CHARGE for the Future curriculum the students achieved higher levels in all four areas.

The Self-Advocacy Strategy

Teaching students to increase their participation in their education and transition

planning meetings includes instruction in goal setting, problem-solving, knowledge of

self, and communication, as well as knowledge of rights and leadership skills. The

following studies taught students to increase their participation in their IEP meetings

using The Self-Advocacy Strategy (Van Reusen, Deshler, & Schumaker, 1989). Van

Reusen & Bos (1994) conducted a group quasi experimental study with 21 high school

students. They taught students with learning disabilities the five-step mnemonic related

to evaluating and expressing their goals in their meetings. Small group and individual

instruction included completion of a goal and interest inventory and role play of the

meeting. The outcome of this study indicated that students who were taught IEP

participation using the Self-Advocacy Strategy provided more goals and information

during their IEP meeting than students who were not taught the strategy.

Lancaster, Schumaker, and Deshler (2002) used a self-paced computer version of

the curriculum to prepare students for their meeting. The purpose of this project was to

develop and validate the Interactive Hypermedia Program (IHP) to teach a The Self-

Advocacy Strategy to 22 secondary level students with disabilities. The strategy for

which the IHP was developed and tested was the Self-Advocacy Strategy. With input

from student, teacher, design, and technical consultants, the IHP was created. Students who had learning disabilities, behavior disorders, and other health impairments learned the strategy via the IHP or through live instruction. A single subject multiple-baseline design was used to show the effects of the instruction. At the conclusion of instruction, each student ran his or her own IEP conference. Results showed that: a) IHP media program combined with a small amount of teacher interaction (approximately one hour per student) was as effective as live instruction (approximately three hours per student); b) Students and adults were satisfied with IHP instruction of the Self-Advocacy Strategy; and c) Post intervention probes indicated that student maintenance and generalization of skills to their actual IEP conference.

Test and Neale (2004) extended Van Reusen et al.'s (1989) findings to middle grade students. A single subject multiple probe across participants design was used to investigate the effects The Self-Advocacy Strategy on the quality of verbal contributions during IEP meetings and levels of self-determination. Four students with high-incident disabilities were taught to be active participants in their IEP meetings using the strategy. Student contributions, along with scores on The Arc's Self-Determination Scale, were used to measure the effectiveness of the strategy. Findings from this study indicate that The Self-Advocacy Strategy is an effective instructional tool that can be used to teach middle grade students with disabilities to be active participants in their IEP meetings.

Hammer (2004) combined live instruction of the Self-Advocacy Strategy with the CD-ROM version in the instruction of middle grade students. Three students with special needs who were enrolled in a private school for students with learning disabilities participated in this study. A multiple-baseline across-subject experimental design was used to evaluate the effects of the Self-Advocacy Strategy. Instruction included small

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group instruction using video, lecture, simulated IEP meetings, and workbook tasks to teach four skills to enhance student participation in their IEP meetings. The results indicated that student participation and ability to self-advocate increased when the Self-Advocacy Strategy was used.

The Self-Directed IEP

To increase student participation at their IEP meetings, Martin et al. (1996) designed the Self-Directed IEP to teach students to actively participate and lead their own IEP meetings. By learning to actively participate in and lead their own IEP meetings, students demonstrate goal setting, planning, self-evaluation, mediation, and public speaking skills. The Self-Directed IEP uses the IEP process as the opportunity to teach students self-determination skills, especially self-advocacy.

The 11-step program uses video modeling, student workbook assignments, and role- playing to teach students IEP meeting skills. Several studies have documented the effectiveness of the Self-Directed IEP instructional package. The results of randomized control and intervention group study combined with one quasi-experimental study (Sweeney, 1997), four single subject design studies (Allen et al., 2001,Snyder, 2000; Snyder, 2002; Snyder & Shapiro, 1997), and the analysis of IEP documents study (Van Dycke, 2005) clearly demonstrate that the Self-Directed IEP instructional program should be considered an evidenced-based practice that results in more effective student participation in their middle and high school IEP meetings.

Snyder and Shapiro (1997) taught three students with emotional/behavioral problems the skills needed to participate in the development of their IEP through use of the Self-Directed IEP. The authors created the Self-Directed IEP Behavior Rating Scale to measure skills taught through the Self-Directed IEP, such as introducing the meeting,

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reviewing past goals and performance, discussing future goals, and closing the meeting. The authors also measured changes in student self-efficacy, and student acceptability of the Self-Directed IEP. Four independent observers videotaped and scored the IEP meetings by using the behavior rating scale. The students assessed the acceptability of the intervention using a modified version of what is reportedly a profile that has adequate internal consistency. A multiple baseline design determined effectiveness. The study involved only mock IEP meetings so generalization to real-world settings is limited.

In 2001 Allen, Smith, Test, Flowers, and Wood modified the Self-Directed IEP to increase participation of four students with moderate intellectual disabilities in their IEP meetings. The multiple baseline study determined an increase in students leading the meetings, reporting interests, reporting skills, and reporting options during mock and real IEP meetings. Students led their meetings, began meetings by stating the purpose, introduced everyone, reviewed past goals and performance, and closed the meeting by summarizing decisions. In addition, students also expressed interests in education, employment, personal, daily living and housing, as well as, reported skills and limits in education, employment, personal, daily living, housing, and community participation, and chose goals in education, employment, personal, daily living, housing and community participation. Four independent observers videotaped and scored the IEP meetings by using the behavior rating scale. A multiple baseline design determined effectiveness. The study involved only mock IEP meetings so generalization to real-world settings is limited.

Snyder (2002) used the Self-Directed IEP to teach self-determination to students with behavior challenges combined with cognitive limitations. Five students learned the Self- Directed IEP leadership steps and used them to become actively involved in their IEP meetings. Students socially validated the Self-Directed IEP instructional package when

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they indicated satisfaction with the lessons and the results. This small-*n* study adds to a growing body of literature. To strengthen the argument that the Self-Directed IEP should be considered evidence-based practice, Martin, Van Dycke, Christensen et al. (2006) examined differences in the meetings of students who had been taught IEP meeting leadership steps through the Self- Directed IEP and those who did not receive the instruction. The results of this study indicated that students in the intervention group talked in 12.82 percent of intervals, compared to students in the control group who talked in 5.83 percent of intervals, and students in the earlier year one study who talked in 3 percent of intervals. The special education teacher talked about the same amount, and the student-led meetings lasted about the same length of time as the teacher-led meetings, so the increase in student verbalizations meant that other team members, including the family members, talked less.

The development of transition planning for students with disabilities over the last several decades through legislation, conceptual pieces in the literature, and empirical studies has established the need for instruction in transition planning and service delivery to increase the likelihood of improved school and post-school outcomes. Students need to learn, and have the opportunity, to demonstrate self-determination skills including decision-making and self-advocacy. Students, families, service providers, and educators need to work together to develop post-school visions for employment, postsecondary education, and adult living.

Student-Directed Transition Planning Lessons

To date, one study had been conducted examining the effectiveness of the Student Directed Transition Planning lessons. This pre/posttest quantitative descriptive research design study explored the knowledge gain and self-efficacy of the transition planning

process (Woods, 2007). The Student-Directed Transition Planning lessons facilitate high school to adult life planning partnerships between students, their families, and educators. Educators use the lessons to teach their students the knowledge needed to actively participate in their IEP meetings. The lessons and activities generate the Student-Directed Summary of Performance as a means for students to learn, organize and present transition information (Martin et al., 2007). Thirty-five students, five teachers, and eight family members from three schools participated in this study. In this study, the majority of the participants ($n = 21$) received special education services under the category of Learning Disabilities (LD). Other categories included Emotional Behavioral Disturbances (EBD), Mental Retardation (MR), Multiple Disabilities, Other Health Impairment (OHI), Vision, and Traumatic Brain Injury (TBI).

An analysis of covariance (ANCOVA) indicated that significant differences existed between the control and intervention groups on the posttest of transition terms and concepts. The effect size was moderate to large, which suggests that instruction in Student-Directed Transition Planning resulted in a knowledge gain in transition terms and concepts. Paired samples t tests indicated significant increases in student ratings from pretest to posttest in 7 of 10 self-efficacy statements for the intervention group. The control group showed only one significant increase pretest to posttest on the self-efficacy statements. The results suggest that instruction in Student Directed Transition Planning resulted in higher perceived self-efficacy in the transition planning process than those who did not receive the instruction. There were no significant differences for either group on any of the family self-efficacy statements. The results from this study suggest that Student-Directed Transition Planning effectively increased knowledge of transition terms and concepts, and increased students' perceived self-efficacy in the transition planning

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process.

In summary, promoting and enhancing the self-determination of youth with disabilities has become a recommended practice in transition services (Wehmeyer & Shogren, 2013). The previous strategies are based on a functional model of self-determination. Self-determination is a dispositional characteristic based on the function a behavior serves (Wehmeyer & Shogren, 2013). Causal agency is an important aspect of self-determination. This means that the individual causes things to happen in his or her life. The previous strategies examined in this literature review indicate that increased levels of self-advocacy and decision making skills can be correlated to higher levels of post-secondary success for students with disabilities. The Student- Directed Transition Planning lessons are the result of the evolution of the self-directed IEP. Research must now determine if the Student-Directed Transition Planning lessons can be established as an evidence-based practice for use with students with disabilities. The Student- Directed Transition Planning (SDTP) lessons provide a vehicle for teaching students the self-determination skills necessary in order to self-advocate and make decisions. The purpose of this two-phase, explanatory mixed-methods study was to examine the impact of the Student Directed Transition Planning (SDTP) lessons on the self-advocacy and decision making skills of ninth grade students with disabilities and explore student perceptions of their self-advocacy and decision-making skills post intervention.

CHAPTER

III

METHODS

In this chapter, I will outline the design, anticipated participants and setting, measures, procedures, and intervention materials for this study.   The purpose of this two-phase study was to (a) investigate the outcomes of the Student Directed Transition Planning (STDP) lessons on the self-advocacy and decision making skills of students with disabilities, and (b) explore the participant's perceptions of their self-advocacy and decision making skills following the intervention.   An explanatory sequential mixed methods design was used to collect and analyze the quantitative and then the qualitative data in two consecutive phases (Creswell, 2009). The research questions pursued in this study are as follows:

1. To what extent do scores on self-advocacy differ as a result of SDTP instruction? Do significant differences exist between pre-and post-test scores on self-advocacy; and do differences in scores exist between those who received SDTP instruction and those who did not?

2. To what extent do scores on decision-making differ as a result of SDTP instruction? Do significant differences exist between pre-and posttest scores on decision-making; and do significant differences in scores exist between those who received SDTP instruction and those who did not?

3. How do the participants who received instruction in SDTP describe their self-advocacy and decision making skills post intervention?

Design

The main focus of this study was to determine whether students who received

instruction in the SDTP lessons increased their levels of self-advocacy and decision

making skills and had higher levels than students who did not receive instruction In

Phase I, the ARC Self-Determination Scale was administered pre- and post-

intervention to measure the participants' skill levels. Because this study is measuring

differences in participants' self-advocacy and decision making skills based on the

implementation of an intervention, the quantitative phase of the study will be weighted

more heavily than the qualitative phase. In Phase II, interview data will be gathered

and analyzed in order to more closely examine and further explain the results from

Phase I. Figure 3 illustrates the sequential nature of data collection and analysis.
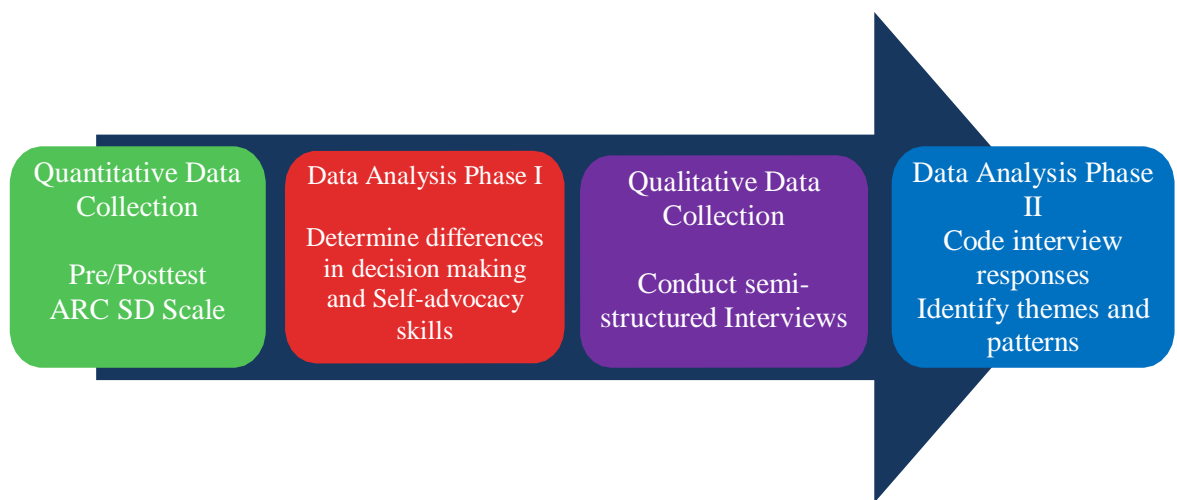
Figure 3. Explanatory Sequential Mixed Methods Research Protocol.

Mixed methods. Using a mixed-methods approach when investigating any

phenomenon can provide a deeper understanding of the research findings (Gay &

Airasian, 2000; Tashakkori & Teddlie, 2003). Through using mixed-methods,

researchers can build a study based on the strengths of both research methods, which

may provide a more complete picture of a research phenomenon or problem (Tashakkori

& Teddlie, 2003). According to Greene and Caracelli (1998), mixed methods designs

can yield richer, more valid, and more reliable findings than studies based on either the

qualitative or quantitative methodologies alone. Although there are many advantages to using a mixed methods design, Tashakkori and Teddlie (2003) discuss specific disadvantages such as: it may be difficult to sell to reviewers of journals, it may be higher in cost, it requires the researcher to be trained in both methods, it may need additional background information, and it may require researchers to work in multiple teams. To address these challenges, I limited the number of data collection sites to one in order to implement this intervention as a single researcher. This will eliminate any costs associated with multiple researchers, keeping the costs minimal. There will also be no cost to the school district in the form of supplies or human capital, as the teacher involvement in this study will take place during regular classroom time, thus allowing for professional development during regularly scheduled teacher hours eliminating the need for teacher participation outside of class.

In the later part of the 20th century, mixed methods research was a relatively new approach to research design. Since this time, the method has expanded across the social and behavioral sciences (Creswell & Plano Clark, 2007). Hanson, Creswell, Plano-Clark, Petska, and Creswell (2005) maintain that both forms of data allow researchers to simultaneously generalize results from a sample to a population and to gain a deeper understanding of the phenomenon of interest. Collecting and analyzing both numeric and text data in a single study allows the research to mirror the way in which people tend to understand the world around them. By combining both inductive and deductive thinking the researcher tends to base knowledge claims on pragmatic grounds (Creswell & Plano-Clark, 2011). In their book, the *Handbook of Mixed Methods in Social and Behavioral Research*, Tashakkori and Teddlie (2003) list over 40 different mixed methods designs. A careful assessment of the strengths and challenges of each design also needs to be

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considered when deciding which design is appropriate to use. Ultimately, mixed methods researchers should choose a design that best addresses the research questions.

Explanatory sequential design. The explanatory sequential design is a two-phase mixed methods design. In this design, a researcher first collects and analyzes the quantitative (numeric) data. The qualitative (text) data are collected and analyzed second in the sequence to help explain, or elaborate on the quantitative results in the first phase (Ivankova, Creswell & Stick, 2006). The rationale for this approach is that the collection and analysis of the quantitative data in the first phase provide a general understanding of the research problem. The follow-up in the second phase with qualitative data collection and analysis further refines and explains the quantitative results by exploring the participants' views in more depth.

When using an explanatory sequential design, the researcher needs to identify which approach, quantitative or qualitative (or both), to give priority to in the study. Typically, researchers give more weight to the quantitative approach because the quantitative data is collected and analyzed first in the sequence and represent the major aspect of the data collection process. However, depending on the goals of the study, the scope of quantitative and qualitative research questions, and the particular design of each phase, a researcher may choose to emphasize the qualitative approach (Ivankova, Creswell & Stick, 2006). These decisions can be made before data collection begins or later during the analysis process.

Connecting or integrating the quantitative and qualitative results in an explanatory sequential design usually occurs in the intermediate stage of the study when the quantitative results inform or guide the second qualitative phase. A researcher typically connects the two phases while selecting the participants for the qualitative

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follow-up analysis based on the quantitative results from the first phase (Creswell, et al., 2003). Another integration approach might be to develop the qualitative protocols based on the results from the first phase of the study. For example, developing an interview protocol based on either typical or outlier results gathered in the quantitative phase.

The strengths and weaknesses of the explanatory sequential design have been widely discussed in the literature (Creswell, Goodchild & Turner, 1996; Green & Caracelli, 1997; Creswell, 2003, 2005; Tashakkori & Teddlie, 2003). There are several advantages in choosing this type of study for research. Among them are it is a very straightforward design and allows opportunities for deeper analysis of quantitative results. A disadvantage of this design is the lengthy time and feasibility of resources required to collect and analyze both types of data.

Participants and Setting

I used a purposeful sampling method to recruit and select four special education teachers from one high school. The participants for this study were ninth grade students of these four teachers with high incidence disabilities who were enrolled in one period of a study skills class that met three times per week for approximately one hour each. The participants for this study all attended a large urban high school in the state of Hawaii, on the island of O'ahu. According to the State of Hawaii, Department of Education Student Ethnicity School Status and Improvement Report (2013), the economic level of families ranged from low to moderately high income. The high school had a total enrollment of approximately 2,450 students. Of the total student population 51 percent were male and 49 percent were female. At the time of the study, 50 percent of the student population was eligible for reduced or free lunch. Filipino students made up approximately 70 percent of the student body, followed by 24 percent Native

Hawaiian/Pacific Islander, 2 percent Caucasian, 1 percent African American, and 1

percent Hispanic (Figure 3). School-wide approximately 10.5 percent of the student

population were receiving special education services

Student Ethnicity, School Year 2011-12

Ethnicity	Count	Percent
Part-Hawaiian	0	
Native American	2	0.1%
Black	29	1.2%
Chinese	11	0.5%
Filipino	1652	69.4%
Native Hawaiian	180	7.6%
Japanese	67	2.8%
Korean	2	0.1%
Portuguese	8	0.3%
Hispanic	21	0.9%
Samoan	200	8.4%
Indo-Chinese	11	0.5%
Micronesian	120	5.0%
Tongan	14	0.6%
Guamanian/Chamorro	4	0.2%
White	44	1.8%
White two or more	0	
Other Asian	1	0.0%
Other Pacific Islander	0	
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	15	0.6%

Figure 4. Student Ethnicity School Status and Improvement Report, 2011-2012.

In this school, the ninth and tenth grade special education students were organized into

eight different teams --four ninth grade teams and four tenth grade teams. Each team

consists of one language arts teacher, one social studies teacher, one science teacher, one

special education teacher, and 10-20 students.

The initial sample population across both conditions consisted of 37 ninth grade

students. An attrition rate of 6% ($n = 2$) brought the final number of participants to 35.

Two students in the waitlist control group were chronically absent and missed taking

both the pre and posttest. Because of this, there were 19 participants in treatment group

and only 16 participants in a waitlist control group for a total of 35 participants. The

vice principal at the school assigned the four ninth grade study skills classes to either the

treatment group or a waitlist control group based on the numbers of students in each

class in order to establish even group size across both conditions. Students were

assigned to a waitlist control group in order to allow access to the intervention to all

participants should it be found effective.

Table 4.

Treatment and Waitlist Control Groups

Teacher	Treatment	Control	Total
Teacher 1	7	0	7
Teacher 2	12	0	12
Teacher 3	0	9	9
Teacher 4	0	7	7
Total	19	16	35

Demographic data. Demographic data on student participants were collected

from the teachers and are displayed in Table 5. The final sample consisted of 21 males

(60%) and 14 females (40%) in grade nine. Nearly three quarters of the student

participants ($n = 25$) were reported as being Filipino (71%). Of the remaining

participants, three were reported as being Samoan (8.5%), three Native Hawaiian

(8.5%), two White, (5.7%), one Japanese (2.8%), and one Black (2.8%).   All student

participants were determined to have a disability (SWDs) and were receiving special

education services under the Individuals with Disabilities Education Act (IDEA), and

had an Individualized Education Plan (IEP). The majority of SWDs, more than three

quarters (78%), were determined to have a specific learning disability (SLD), the

remaining disability categories represented were emotional behavioral disorder (EBD,

14%), and other health impairment (OHI, 8%).   The participants ranged in age from 14-

16 years old. The majority of the students were 14 years old ($n = 29$), five students were

15 years old, and one student was 16 years old.

Table 5.

Demographic Data

	Treatment Group (n=19)		Control Group (n=16)	
Disability Category	Teacher 1	Teacher 2	Teacher 1	Teacher 2
SLD	5	9	7	6
EBD	1	1	2	1
OHI	1	2	0	0
Total	7	12	9	7
Race/Ethnicity				
Filipino	4	8	7	6
Native Hawaiian	1	1	0	1
Samoan	1	0	2	0
White	0	2	0	0
Black	1	0	0	0
Japanese	0	1	0	0
Total	7	12	9	7

Intervention Materials

Student Directed Transition Planning lessons. The eight Student-Directed
Transition Planning (SDTP) lessons guide students in creating high school to adult life
planning partnerships between their families, community service providers, and educators.
With the SDTP lessons, students with disabilities learn school to adult life transition terms
and concepts and self- determination skills in order to encourage student participation in
discussions at their transition IEP meetings.   The lessons and activities culminate in the
students generating the Student- Directed Summary of Performance as a means for them
to learn, organize and present transition information (Martin et al., 2007). The eight
lessons were:

- Awareness of Self and Disability

- Transition Terms and Concepts

- Vision for Employment

- Vision for Postsecondary Education

- Vision for Adult Living

- Course of Study

- Connecting with Adult Supports and Services

- Summary of Performance

Awareness of self, family, community, and disability. This lesson teaches students to demonstrate increased self-awareness within their family, their cultural community, and as a person with a disability. Through the lessons and activities, students identify the values that guide them, their interests, strengths, and skills relevant to post- high school visions. Students learn to identify disability-related limits that may impact their post-high school visions and identify supports or accommodations necessary in order to achieve these goals. Students also identify culturally relevant self-advocacy skills that will assist them in achieving their post-high school visions. Activities in this lesson include gathering input from the student, family, and teacher about the student's disability, a self-awareness survey, and a defining disability worksheet.

Transition terms and concepts. In this lesson the students learn the concepts and terminologies used to develop their transition plans, identify transition planning processes, and identify transition services available to help them achieve their transition visions, and formulate and discuss aspects of their transition plan. Students work with their families to obtain family history information, discuss changes in expectations over

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time, and discuss their timeline for transition.

Vision for employment. In this lesson, students identify, discuss, and document their employment vision. Students identify interests, preferences, strengths and needs relative to achieving their employment vision. This involves compiling information from themselves, their families, and teachers about their post-school employment visions using the Input Circle. Two concentric circles comprise each input circle. The outer ring of the input circle contains sections for student, family, and teacher input. Students summarize input from each section in the inner circle. Students complete a separate circle for their employment strengths, needs, and vision.
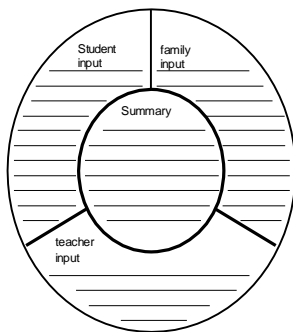
Figure 5. Sample Input Circle.

Vision for postsecondary education. With input from parents and teachers, students learn to plan for their own post-secondary education. Students identify a range of options for post-secondary education and diploma options that are available. Students use input circles to identify interests, strengths and skills relevant to post-high school education visions. Students also learn about disability services and accommodations.

***Vision for adult living*.** With input from parents and teachers, students learn to plan and prepare for independent adult living. Students consider their abilities in self-

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care, home maintenance, and community participation as they relate to their adult living vision. They use the input circles to combine information from family members, teachers, and themselves regarding adult living options.

Course of study. With their family and teachers, students develop a course of study for the transition plans that lead to their transition visions for employment, further education, and adult living. During this lesson the students combine all of the information from their input circles, high school transcripts, and graduation requirements to create an appropriate course of study.

Connecting with adult supports and services. Based upon their preferences, strengths, and limits, students and families learn about the transition process from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, living arrangements, and community participation. Students complete a transition services survey with their parents indicating where they expect their children to live, work, and obtain support after high school. Students also work with their families to identify, contact, and explore relevant adult support agencies.

Summary of performance. With their family and teachers, students develop a Summary of Performance script that helps them achieve their visions for employment, further education, and adult living. The Summary of Performance script includes information about the school and student perceptions of the student's disability, accommodations, and assessment information. Students will relay the information in the Summary of Performance script at their transition IEP meeting. The students organized all of their surveys, input circles, activity worksheets, and Summary of Performance scripts into a folder that will be used by the student in order to guide their full

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participation in their next transition planning meeting.

Instrumentation

Quantitative Measurement Instruments

The ARC Self-Determination Scale. In this study, four sections of the ARC Self- Determination Scale were used to measure (a) self-advocacy and (b) decision-making skills (these sections will be explained more below). The ARC Self-Determination Scale is a student self-report measure of self-determination designed for use by adolescents with disabilities, particularly students with mild intellectual disabilities and learning disabilities. The Scale was constructed based on a definitional framework of self-determination as an educational outcome proposed by Wehmeyer and colleagues (Wehmeyer, 1992; Wehmeyer, Kelchner & Richards, 1994). This framework defines self-determination as "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, 1992, p. 302). An act or event is considered self- determined if the individual's actions reflect four essential characteristics, (a) the individual acts autonomously, (b) the behaviors are self-regulated, (c) the person initiates and responds to event(s) in a "psychologically empowered" manner, and (d) the person acts in a self-realizing manner (Wehmeyer, Kelchner & Richards, 1994). These essential characteristics emerge as students develop and acquire a set of component elements of self-determined behavior (e.g., choice-making, decision-making, problem-solving, goal-setting and task performance, self-observation, evaluation and reinforcement, internal locus of control, positive attributions of efficacy and outcome expectancy, self-awareness, self-knowledge, and self-advocacy). Items on the Scale are written at a fourth grade reading level (lower when

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possible). The Scale has been field-tested and validated with students with cognitive disabilities receiving special education services around the country. The administration process allows for educators to provide a series of accommodations, from reading the test items and explaining various words and concepts for the student to transcribing student responses if necessary.

Internal consistency reliability. Internal consistency reliability was calculated using Cronbach alpha for the entire Scale, with the exception of the Self-Regulation sub-scale. The open ended answer format of this section does not lend itself to such analysis. Separate analyses were conducted by subscale as well. Coefficient alpha for the Scale as a whole was .90. Alpha for the Autonomy domain was .90, for the Psychological Empowerment domain was .73 and for the Self-Realization domain was .62. Although alpha levels for the last two domains were lower than the first, this is not unusual or unexpected for measurements examining beliefs and perceptions (Wehmeyer, 1995). The results of these factor analyses indicated that the instrument had adequate construct validity and factors within each domain reflected the constructs they were identified to measure. A correlation analysis at this phase supported these conclusions.

The ARC Self-Determination Scale has been constructed in such a manner to limit problems with reliability and validity. However, it should be recognized that it provides an indication of students' perceptions of their self-determination. As the definitional framework upon which this assessment is based proposes, individual perceptions are critical aspects of becoming self-determined (Wehmeyer, 1995). Students can possess all the skills necessary to be self-determined, but if they are never allowed to employ these skills, may grow to believe that they are not capable. Thus, student perceptions become a particularly important aspect to understand when trying to

promote self-determination. In order to ensure adequate reliability and validity, I

adhered to the procedural guidelines presented in the ARC Self-Determination Scale

Procedural Manual. The 14 guidelines for administration of the Scale can be found in

Chapter Four of the procedural manual.

   ARC Self-Determination Scale subtests. The ARC Self-Determination Scale

consists of four sections that measure constructs related to self-determination. The four

sections are as follows: Section One, Autonomy; Section Two, Self-Regulation; Section

Three, Psychological Empowerment; and, Section Four, Self-Realization. Section One,

Autonomy, consists of 32 questions exploring two subdomains of Independence and

Choice. The Independence subdomain involves interpreting factors related to personal

care and family oriented functions as one distinct area and interaction with the

environment as the second. The Choice subdomain was compartmentalized into actions in

four areas, (a) recreational and leisure time, (b) community involvement and interaction,

(c) post school directions, and (d) personal expression (Wehmeyer, 1995).

Examples of questions from this section include:

Subdomain: Independence
Routine Personal Care and Family Oriented Functions
I make my own meals or snacks.
I care for my own clothes.

Subdomain: Acting on the Basis of Preferences,
Beliefs, Interests and Abilities (choice)
Recreational and Leisure Time
I do free time activities based on my interests.
I plan weekend activities that I like to do.

Students should respond to only one of these choices on each question. The student is

assigned a score based on the response category, as follows:

I do not even if I have the chance................... 0 points
I do sometimes when I have the chance.......... 1 point

I do most of the time I have the chance.......... 2 points
I do every time I have the chance................... 3 points

Spaces are provided on the protocol into which a scorer can record the subtotal scores. Once all subtotal scores are determined, a total autonomy score can be calculated by adding each of these subtotals. There are 96 points possible in the Autonomy section. Low scores represent low levels of autonomy, higher scores indicate higher levels of autonomy.

Section Two, Self-Regulation consists of two subdomains, with questions which require students to write (or dictate) answers. Subsection A involves story-based scenarios where the student indicates what he or she considers the best solution to a problem. The responses are scored on a scale of 0 to 2 points, depending on the effectiveness of the solution to resolve the problem. A "0" score means that the student either gave no answer or the solution the student gave would fail to achieve the indicated ending to the story. A "1" score indicates that the answer the student provided was sufficient, but may be limited as far as achieving the desired outcome. A "2" score indicated that the answer provided was an acceptable, adequate way to achieve the indicated ending. Due to the nature of this process, scorers must use some judgment on the appropriateness of students' answers, including how they relate to geographic, cultural, and socioeconomic differences among students. A score of "2" does not represent an "optimal" answer, but simply an answer that would achieve a satisfactory ending. To facilitate the scoring process for this section, the scoring manual provides suggestions for each question as to what to look for in scoring items and examples of answers from the normative sample. These examples are not intended as guidelines, simply examples of the types of answers in each category. The following question from

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the manual is an example of acceptable answers:

Question 33:

Beginning --You are sitting in a planning meeting with your parents and teachers.

You want to take a class where you can learn to work as a cashier in a store. Your

parents want you to take the Family and Child Care class. You can only take one of the

classes.

Ending -- The story ends with you taking a vocational class where you will learn to

be a cashier.

Components to look for when scoring:

0 points - Student does not address problem, offers no means to resolve differences

or simply restates given information without resolving situation.

Examples:
"I would do what I need to learn more."
"You want to take a class where you can learn to work as cashier."
"Get mad."
"I like my teacher and book and math."
"I want to take family and child care class."
"I want to take art."
"I will like to work as a cashier at a store because my grades are good."
"My parents want me to take the child care class. I want to be a cashier in a store."
"We want to take a class test."
"Cause you want the best out of life so you can get a good job and make something of yourself."

1 point - Response indicates an action on the part of a student or another, but does

not suggest how to resolve differences, such as simply stating that "I will take the class I

want."

Examples:

"Well, you tell your parents that you want to take that class really bad."
"Compromise with them saying there will always be next year."
        "My Mom and Dad are cool, I ask for the job and they said
OK." "Make my own choices."

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"My parents let me make my own decisions."
"I told my parents I wanted to take the class."
"I do what I want to."
"I don't like children - tell teacher I'd quit school."
"Talk to parents/teacher/parents and teacher."
"I ask the teachers to put me in next year."

2points - Answer addresses conflict resolution, possibly through compromise and

negotiation, identifies actions on both sides.

Examples:

"I told my parents that I would rather do something I enjoy. And ask them please can I take the cashier class."
"Tell my parents I want to take that class better because I'm interested in it."
"Talk to them. Try to convince them."
"I'd say I need this class. I'd convince them."
"So I take the class that I want to take first and learn how to cashier and after I am finished with that class I will take the other."
"You express your desire to take the cashier class and explain what you want to your parents, who respect your decision because they feel you are mature enough."
"My teacher and I got together and we talked about what should take and adjusted for me to take the cashier's class."
"I will tell my parents that I want to take the cashier class first cause I always wanted to take cashier class. I might take other classes later."

Section Two, Subsection B, goal-setting and task performance, asks students to

identify goals in several life areas and identify steps they need to take to achieve these

goals. Points are accumulated based on the presence of a goal and the number of steps

identified to reach that goal. If a student responds to the initial inquiry about the

presence of a goal with the "I have not planned for that yet" response, he or she is

awarded 0 points. If the student identifies a goal, but no steps to reach that goal, he or

she is awarded 1 point. For a goal with 1 or 2 steps the student receives 2 points and

students who identify a goal and 3 or 4 steps receive 3 points. Goals are not judged on

the probability that the student can achieve them, but simply on their presence or

absence. Steps to achieve the goal are, however, judged based on whether they are

viable steps in the process or unrelated to achieving the goal. For example, the

following section lists some components to look for when scoring these items and

examples from the norming sample.

Question 39:

Where do you want to live when you
graduate? Components to look for when
scoring: Examples of responses:

0 points - No plan or goal is unrelated to where student would live
after graduation.
"I have not planned for that yet."
"Not Sure."
"Happily ever
after."

 1 point - Some living goal with no steps to indicate how to achieve that goal.
"In my own house."
"In (name of town or state)."
"With parents/friends/other family."
"House, apartment, on campus, hospital, mansion."

2 points - Goal stated, plus one or two steps that would lead to achieving the goal.
3 points - Goal stated, plus three or four steps that would lead to achieving the
goal. "Work" or "Get a job."
"Find an
apartment."
"Become a
manager."
"Finish school" or "Do homework."
"Get good qualifications."
"Keep out of trouble."
"Get furniture."
"Get a house."
"Help out with chores."
"Pay rent."
"Pack clothes."
"Graduate."
"Buy a car."
"Keep my bills up."
"Meet new friends" or "Get roommate."
"Save money."

Section Three, Psychological Empowerment, consists of 16 questions. Psychological empowerment refers to the related constructs of locus of control, self-efficacy and outcome expectancy. These three constructs provide an overall indicator of perceived control (Wehmeyer, 1995). Questions within this domain were generated by the authors using nominal format in order to avoid redundancy between this section and the agree/disagree format in the Self-Realization domain questions and to provide some control for acquiescent responses. For example:

42. **0 points** I usually do what my friends want.
    1 point I tell my friends if they are doing something I don't want to do.

Section Four, Self-Realization, consists of 14 questions in an agree/disagree format. The items in this section were created to provide information on several components of self- realization, including self-awareness, self-acceptance, self-confidence, self-esteem and self- actualization. Like the previous section, answers were scored with either 0 or 1 points based on the direction of the answer.

For example:

Question	Agree	Disagree
58. I do not feel ashamed of any of my emotions.	1	0
59. I feel free to be angry at people I care for.	1	0
60. I can show my feelings even when people might see me.	1	0

Separate factor analyses were conducted for each subdomain area. The results of these factor analyses indicated that the instrument has adequate construct validity and factors within each domain reflect the constructs they are identified to measure. A correlation analysis also supported these conclusions. This allowed me to identify and measure the constructs for self- advocacy and decision making in separate domains.

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The following section provides the details of the constructs of self-advocacy and decision making and the subdomains of the ARC Self- Determination Scale.

Measure for Research Question 1.

Self-Advocacy and the ARC Self-Determination Scale.

1. To what extent do scores on self-advocacy differ as a result of SDTP instruction? Do significant differences exist between pre-and posttest scores on self-advocacy; and do differences in scores exist between those who received SDTP instruction and those who did not? Self- advocacy is a concept and skill associated with self-determination (Field, 1996), and research has suggested that individuals with disabilities who are self-determined have better post school outcomes (Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1997). Wehmeyer and Schwartz found a relationship between employment success after school and the acquisition of self-determination skills and cited the importance of an individual's ability to self-advocate as a step toward self- determination. Based on a review of the literature and on the input from stakeholders, Test, Fowler, Brewer, Woody, and Eddy (2005) developed a conceptual framework of self-advocacy shown in Figure 6. The components include knowledge of self, knowledge of rights, communication, and leadership. The following section details the concepts embodied in the framework of self-advocacy and the ARC Self-Determination Scale creating a linkage between the concept of self-advocacy and the measure.

Knowledge of Self

Sample subcomponents include

Strengths

Preferences

Goals

Dreams

Interests

Learning style

Support needs

Accommodation needs

Characteristics of one's disability

Knowledge of Rights

Sample subcomponents include

Personal rights

Community rights

Human service rights

Consumer rights

Educational rights

Steps to redress violations

Steps to advocate for change

Knowledge of resources

S E L F - A D V O C A C Y

Communication

- Assertiveness
- Negotiation
- Articulation
- Body language
- Use of assistive technology
- Listening
- Persuasion
- Compromise

Leadership

- Knowledge of group's rights
- Advocating for others or for causes
- Political action
- Team dynamics and roles
- Knowledge of resources
- Organizational participation

Figure 6. Framework for Self-Advocacy. Adapted from Test, D., Fowler, C., Wood, W., Brewer, D., & Eddy, S. (2005).

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Section two self-regulation. Wehmeyer and Berkobien (1991) stated that " self-advocacy is a component of self-determination, a visible manifestation of self-regulation and, to a lesser extent, autonomy" (p. 4). Self-advocacy and self-regulation are synchronously linked. Students who exhibit self-regulated learning have developed of a set of behaviors that positively affect their learning. Students who have a high ability to self-regulate more often achieve their goals and have a better sense of control over the attainment of their goals. There are three areas of self-regulation in academic learning (Zimmerman, 1989):

1. Behavior – how students manage their resources, such as time, study environment, and faculty or their peers to help them.

2. Motivation and affect – how students adapt to the demands of a course by controlling or changing their goals and managing their motivation. This area includes how students control their emotions, such as anxiety, in ways that can improve their learning.

3. Cognition – how students manage the use of cognitive strategies for learning that can improve their performance and their learning. Section Two of the ARC Self-Determination Scale addresses self-regulation in both interpersonal cognitive problem solving (2A) and goal setting and task performance (2B).

Section four self-realization. Knowledge of self and knowledge of rights are viewed as the foundations of self-advocacy, because it is necessary for individuals to understand and know themselves before they can tell others what they want. A first step toward self-advocacy is to gain knowledge of one's own interests, preferences, strengths, needs, learning style, and attributes of one's disability (Abery, Rudrud, Arndt, Schauben, & Eggebeen, 1995; Durlak, Rose, & Bursuck, 1994; Roffman, Herzog, &

Wershba-Gershon, 1994).   According to Martin, Huber-Marshall, and Maxson (1993), self-advocacy includes the realization of strengths and weaknesses, the ability to formulate personal goals, being assertive, and making decisions (p. 56).   Questions 58-72 in Section Four (Self-Realization) specifically address knowledge of self.

Measure for Research Question 2.

Decision Making Skills and the ARC Self-Determination Scale

2. To what extent do scores on decision making skills differ as a result of SDTP instruction? Do significant differences exist between pre- and posttest scores on decision making; and do significant differences in scores exist between those who received SDTP instruction and those who did not? There is considerable similarity between choice-making and decision-making. There is further overlap with a third component element of self-determination, problem-solving. All three are important to becoming autonomous and psychologically empowered. Choice-making is a process of selecting between alternatives based on individual preferences. Decision-making skills refer to a broader skill set that incorporates choice-making as just one component of the process.

Section one, autonomy. Cognitive autonomy support centers on the idea that the student is sharing in the responsibility of the decision making in the classroom (Stefanou, Perencevich, DiCintio, & Turner 2004). If students have the opportunity to make decisions for themselves they exhibit higher levels of autonomy within the classroom, which creates higher levels of motivation, thus creating higher levels of goal attainment and achievement. Section One of the ARC Self-Determination Scale addresses autonomy and decision-making by students self- reporting on levels of autonomy both in and out of

the classroom. Subsections A and B address independence in routine, personal care and family oriented functions, and interaction with the environment. Subsections C, D, E and F address decision-making skills by measuring the participants' capacities to act on the basis of preferences, beliefs, interests and abilities in recreational and leisure time, community involvement and interaction, post school directions and personal expression.

Section three, psychological empowerment. Psychological empowerment is a term referring to the multiple dimensions of perceived control, including its cognitive (personal efficacy), personality (locus of control) and motivational domains (Zimmerman, 1990). Essentially, people acting in a psychologically empowered manner do so on the basis of beliefs that they (a) have control over circumstances important to them (internal locus of control), (b) possess the skills necessary to achieve desired outcomes (self-efficacy), and (c) expect the identified outcomes to result if they choose to apply those skills (outcome expectations) (Wehmeyer & Schalock, 2001). The component elements of self-determined behavior focus not on skill development and the attitudes that enable individuals to act in a psychologically empowered manner. If a person is to act upon a given situation, one needs to believe that he or she has control over the outcome. Those who hold these beliefs have been described as having an internal locus of control. Rotter (1966) defined locus of control as the degree to which a person perceives contingency relationships between his or her actions and outcomes. Internal locus of control has been linked to adaptive outcomes, including positive educational and achievement outcomes and increased time and attention to school-related tasks (Lefcourt, 1976). Thus, individuals who have an internal locus of control are more apt to have the ability to make decisions for themselves. To that end, learning to make decisions is an empowering act.

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Section three of the ARC Self-Determination Scale is directly correlated with decision

making skills by measuring the participants' levels of psychological empowerment.

Measure for Research Question 3. Qualitative Interview Guide

3. How do the participants who received instruction in SDTP describe their

self- advocacy and decision making skills post intervention? I developed a semi-

structured interview guide in order to qualitatively capture the participants'

perspectives of their self-advocacy and decision making skills to further illuminate the

quantitative findings. These questions covered the same concepts that were

quantitatively collected in phase one. I addressed the areas of autonomy, self-

regulation, psychological empowerment, and self-realization in order to capture the

same constructs that were measured using the ARC Self-Determination Scale in the

quantitative phase of the study. I developed the interview guide to cover questions

related to independence, preferences, beliefs, interests, knowledge of self and disability,

and goals for the future. I chose to focus the qualitative phase of this study on: (a)

verbal elaborations of some of the concepts that were covered in the ARC Scale that

would allow for further description of self- advocacy and decision making skills; and

(b) students who had typical results on sections one, three, and four of the ARC Scale

and low scores in section two. As discussed previously, section two of the ARC Scale

consists of a writing component covering the concepts related to self- regulation. I

wanted to interview the participants who scored low on this section, but had typical

results in the sections that required only reading and checking a box, to further explore

their skill set surrounding self-regulation. A description of the process and questions

asked are included below in the Qualitative Procedures section. The semi-structured

interview guide is included in Appendix F.

Procedures

    Human subjects protections. Because the participants in this study represent a vulnerable population, great care was taken not only to address the legalities of ethical treatment, but also concern for their personal well-being. I submitted a description of the proposed study, consent form, assent form, measurement instrument, and interview protocol to the University of Hawaii, Committee on Human Studies and the State of Hawaii Department of Education Data Governance Office. After approval, each student was given an assent form and his or her parent was given a consent form. The special education teachers explained the study and the extent of the potential participation. After consent and assent forms (see Appendix A) were explained and subsequently signed by the participants and their parents or guardians, I proceeded with data collection. Participants were informed both orally and in writing via consent form that their participation in this study is voluntary and they will be free to discontinue participation at any time. All data collected, including recordings were stored in a secure location under lock and key. Issues of confidentiality were addressed on the consent and assent forms and also orally before each phase of the study. The computer that was used to transcribe the data is password coded and also kept under lock and key in my office. My e-mail address, telephone number, and mailing address were provided in the event that a participant or his or her parent or guardian has any questions or concerns about the study or his or her participation. Each interview transcript was assigned a numerical code in order to disassociate the participant's identity with the actual interview. Pseudonyms were used in order to protect their identities in the dissemination process.

Instructional Procedures

The Vice Principal over special education at the high school recruited four ninth grade special education teachers to have their students participate in this study. The student participants in this study met three times per week, one time for a 50 minute class period and two times for a 75 minute class period, with their special education teacher for a study skills class. The Vice Principal selected two teachers' classes for the treatment group and two for the waitlist control group. Knowing the students in the four teachers' classes, the Vice Principal purposefully selected classes for treatment and control that would be roughly equivalent in number and achievement levels and that would fit with the school's schedule. The treatment group consisted of 19 students and the waitlist control group consisted of 18 students for a total of 37 student participants for this study. After obtaining consent and prior to beginning the SDTP lessons, I administered the ARC Self-Determination Scale for Adolescents to each class (treatment and waitlist control group classes) in order to collect baseline data on self-advocacy and decision-making skills. Instruction using the Student Directed Transition Planning lessons then began for students in the treatment group.

I delivered each of the eight SDTP lessons to the treatment group over an eight week time period. I met with the students in the treatment group typically one time per week for 75 minutes (I met two times per week on the weeks following school holidays). The study skills teachers' observed each lesson and completed a fidelity checklist as they observed each lesson. After each lesson, I collected the checklists and any observation notes that the teachers may have recorded during the lesson. After each lesson I also completed a fidelity checklist and recorded any anecdotal notes and memos for analysis.

At the end of the eight lesson implementation, I re- administered the ARC Self-Determination Scale to the participants in order to collect post- intervention data.

Qualitative Procedures

Researcher Identity

In the process of investigating the self-advocacy and decision making skills of the participants in this study, I examined my own motivation as a researcher. In order to represent myself to the participants and ask for their consent to participate, I needed to tell them who I was and why I wanted to interview them. Understanding my own place in this research was an important consideration. I am an outsider in this particular community. I am not a teacher in their high school and I do not have a disability. As people race toward goals, achievement, money, notoriety, and all of the things that are thought to make up a productive life, there tend to be few qualms about leaving people who are just not able to keep up behind in the wake of production. I believe that it is imperative that all people have the opportunity to participate in society to the best of their ability. I have developed a relationship with this subject matter that propels me forward in examining ways to better facilitate program offerings available to students who struggle and attempt to assist them in their efforts to transition to adult life.

After the analysis of the quantitative data collected in phase-one of the study, I developed the interview guide for phase two. I developed a semi-structured interview guide in order to qualitatively capture students' perspectives of their decision-making and self-advocacy skills to further illuminate the quantitative findings. The interview guide (see Appendix F) included questions such as:

1. Tell me about something that you are good at?

2. Do you need accommodations for your disability?

3. Could you tell me about a time when you faced a difficult situation?

   What occurred?
   Who was involved?
   How did you handle it?
   What happened in the end?

4. What kinds of things do you like to do in your free time?
   Who with?
   How often?
   Who decides?

I developed my interview guide based on the student typical responses to

sections one (autonomy), three (psychological empowerment), and four (self-

realization), but atypical (very low) scores in section two (self-regulation) of the ARC

Scale upon which to follow up. As stated before, sections one and three represent

decision making skills and sections two and four represent self-advocacy skills. I

selected four students from each class (a total of eight interview participants) who scored

0-31 points on section two. I met separately with each of the eight interview participants

during their scheduled study skills class. I obtained prior consent to audio record each

interview. Each interview took approximately 15-20 minutes, depending on student

responses. Immediately after each interview, I recorded my observations and noted any

anecdotal information captured during each interview. Each interview was subsequently

transcribed. All notes, audio recordings, and transcripts were kept in a locked safe

location. All digital materials were kept in files on a password protected computer that

can be accessed only by me.

Data Analysis Procedures

    Quantitative data analysis. I used the PSPP (by the GNU Project) data analysis

program, which is an open source clone of SPSS (Statistical Package for the Social

Sciences) to analyze the quantitative data collected in this study. Analysis procedures

included descriptive computations of frequencies, percentages, means, and standard

deviations. A series of analysis of variance (ANOVA), and paired sample *t*-tests were

performed to assess whether the means of two groups (treatment and waitlist control

groups) were statistically different from each other. I used the ARC Self-Determination

Scale, a norm referenced measurement tool, as the vehicle for obtaining the quantitative

data. An ANOVA was performed in order to determine group equivalency. Upon

determining that the groups were equivalent, a one-way ANOVA was performed in order

to test the significance of the between group differences for self-advocacy and decision

making scores. According to Hinkle, Weirsma, and Jurs (2003), in a one-way ANOVA,

the total variance can be partitioned into two sources: (a) variation of scores *within*

groups and (b) variation *between* the group means. Both sources reflect variation due to

random sampling. In addition, the between- groups variation reflects variation due to

differential treatment effects. This allowed me to determine whether the observed

differences could be inferred to the population as well as determine the variation of

treatment effects. The between subjects factors included a two-level intervention group

variable (treatment or control).

    Paired sample *t*-tests were also performed to determine if differences existed

within each group from pre to post intervention for self-advocacy and decision making

scores. A paired sample t test is used to compare one set of measurements with a second

set from the same sample in order to determine if the means are statistically different from one another (Hinkle, Weirsma, & Jurs, 2003). The within subjects factors included (a) self-advocacy and decision making scores from pre to post intervention for the treatment group and (b) self-advocacy and decision making scores for the control group. Because both groups consisted of the same participants from pre to post intervention, I was able to perform a paired sample t test to determine whether there was a difference in self-advocacy and decision making scores within each group from pre to post intervention.

Qualitative data analysis. A multiple case study approach, along with a three stage coding process recommended by Strauss and Corbin (1990), was used to analyze the qualitative data that was collected. According to Baxter and Jack (2008), the ability to look at sub-units that are situated within a larger case is powerful when you consider that data can be analyzed within the subunits separately (within case analysis), between the different subunits (between case analysis), or across all of the subunits (cross-case analysis). The ability to engage in such rich analysis only serves to better illuminate the case. The analysis for this study was performed on all three levels, within each case, between cases, and across all cases. I treated each participant as a sub-unit within a case and analyzed each sub-unit. After looking at the data from an individual standpoint I then analyzed the data between subunits, and finally across all sub-units. My goal in this phase of the study was to help explain student typical responses to sections one (autonomy, decision making), three (psychological empowerment, decision making), and four (self-realization, self-advocacy), but atypical (very low) scores in section two (self-

regulation, self-advocacy) of the ARC Scale upon which to follow up. A potential reason that the participants' had lower scores in section two (self-regulation) is that the section consists of a writing component. Students are presented with scenarios and are required to write steps to resolve a problem. When asked if they needed help on this portion of the scale, they declined the help. In response to the quantitative findings, for this phase of the study, I purposefully selected eight participants who completed the STDP lessons who had low scores for section two (self-regulation) of the ARC Scale. In order to collect more-rich, in-depth data I used multiple data sources, (1) in-depth, semi-structured interviews with all eight participants; (2) researcher memos and notes collected directly after each lesson session; and (3) researcher reflection notes recorded directly after each interview session.

I audiotaped and transcribed each interview. I used a three stage coding process recommended by Strauss and Corbin (1990) to analyze the qualitative data. I started with open coding which is, "the process of breaking down, examining, comparing, conceptualizing, and categorizing data" (Strauss and Corbin, 1990, p. 61). Organizing my data in this manner allowed me to develop themes. I then began axial coding, which is a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories. This is done by utilizing a coding paradigm involving conditions, context, action/interactional strategies, and consequences (Strauss & Corbin, p. 96). Finally, I used selective coding, which is the process of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development (Strauss & Corbin, p. 116). After fully developing the themes and analyzing the results from the qualitative

data collected, I took a connecting approach to mixing my datasets. Oftentimes, when using an explanatory or exploratory sequential design, researchers choose to connect the datasets (Creswell & Plano Clark, 2007). When using a connecting approach to mixing the data I relied on the analysis of the quantitative data collected in phase- one of the study to lead (or connect) to the qualitative data that was collected in phase-two of this study.

Summary

This chapter outlines the methodology used to answer the primary research questions of this study. Despite the limitations of using this type of design identified above, this sequential explanatory mixed-method research design is still the best structure to answer these research questions. Included in this chapter is a discussion of the basic mixed methods research design, anticipated participants and setting, measures, procedures, and intervention materials for this study.

Chapter IV

Results

The purpose of this two-phase, explanatory mixed-methods study was to examine the impact of the Student Directed Transition Planning (SDTP) lessons on the self-advocacy and decision making skills of students with disabilities, ascertain whether there was improvement in self-advocacy and decision making skills as a result of receiving instruction, and explore student perceptions of their self-advocacy and decision-making skills post intervention.

Quantitative Results

Research question one. To what extent do scores on self-advocacy differ as a result of SDTP instruction? Do significant differences exist between pre- and posttest scores on self-advocacy; and do differences in scores exist between those who received SDTP instruction and those who did not?

Group comparisons on self-advocacy skills. This question addresses whether students who were taught the Student- Directed Transition Planning lessons had higher levels of self-advocacy skills, as determined by sections two and four of the ARC Self-Determination Scale. Scores on these two sections were combined for an overall self-advocacy score. Students were assigned by the Vice Principal by class to intervention and waitlist control groups. All students completed the ARC Self-Determination Scale prior to the eight week lesson implementation. After all eight lessons were implemented with the treatment group students in both groups completed the scale again in order to measure the extent of any differences that may have occurred pre and posttest.

Posttest between group comparisons. Because there were no significant differences between the treatment and the waitlist control groups at the pretest condition. An analysis of variance (ANOVA) was performed to examine the between group

comparisons.   Upon determining that the groups were equivalent, a one-way ANOVA was

performed in order to test the significance of the between group differences for self-advocacy

and decision making scores. According to Hinkle, Weirsma, and Jurs (2003), in a one-way

ANOVA, the total variance can be partitioned into two sources: (a) variation of scores *within*

groups and (b) variation *between* the group means. Both sources reflect variation due to

random sampling. In addition, the between-groups variation reflects variation due to

differential treatment effects. This allowed me to determine whether the observed differences

could be inferred to the population as well as determine the variation of treatment effects. The

between subjects factors included a two-level intervention group variable (treatment or

control). The results of the ANOVA revealed that there was a significant difference between

the treatment and waitlist control groups at the posttest condition, M_B10194.758, $F = 5.98$, $p =$

.02, $d = .85$ indicating a large effect size. Cohen's (1992) suggestion that effect sizes of .20 are

small, .50 are medium, and .80 are large enabled me to determine the magnitude of the

differences from pre to posttest conditions for the treatment and control group. Tables 6 and 7

illustrate these results.

Table 6

Self-Advocacy Results

	Pretest			Posttest		
	Mean	*SD*	Range	Mean	*SD*	Range
Treatment						
Self-Advocacy	108.21	37.82	39-186	136.95	34.66	74-190
Control						
Self-Advocacy	116.25	49.02	19-186	102.69	48.06	14-195

Table 7

Posttest ANOVA Treatment and Control Groups

		Sum of Squares	*df*	*MS*	*F*	*p*
Self-Adv	Between Groups	10194.758	1	10194.758	5.98	.02
	Within Groups	56268.385	33	1705.103		
	Total	66463.143	34			

Pre/post comparisons within groups. Paired sample *t*-tests were also performed to determine if differences existed within each group from pre to post intervention for self- advocacy and decision making scores. A paired sample *t*-test is used to compare one set of measurements with a second set from the same sample in order to determine if the means are statistically different from one another (Hinkle, Weirsma, & Jurs, 2003). The within subjects factors included (a) self-advocacy and decision making scores from pre to post intervention for the treatment group and (b) self-advocacy and decision making scores for the control group. Because both groups consisted of the same participants from pre to post intervention, I was able to perform a paired sample *t*-test to determine whether there was a difference in self-advocacy scores within each group from pre to post intervention. The results from the *t*-tests indicate that there is no significant difference in self-advocacy skills from pre to posttest within the control group, mean 13.56, $t(15)$ = 1.05, p = .31, d = -.27, which indicates a small effect size. Conversely, there was a significant difference for self-advocacy skills from pre to posttest for the treatment group, mean -28.74, $t(18)$ = -4.01, p = .00, d = .79, which indicates a large effect size. The following table illustrates these results.

Table 8

Pre/Post Comparisons within Each Group

		Paired Differences						
				95% *CI* of the Difference				
	M	*SD*	*SEM*	*Lower*	*Upper*	*t*	*df*	*p*
Control Group Self-Advocacy Pre & Posttest	13.56	51.88	12.97	-14.08	41.21	1.05	15	.31
Treatment Group Self-Advocacy Pre & Posttest	-28.74	31.26	7.17	-43.81	-13.67	-4.01	18	.00

Research Question Two. To what extent do scores on decision making differ as a result of SDTP instruction? Do significant differences exist between pre-and posttest scores on decision making; and do differences in scores exist between those who received SDTP instruction and those who did not?

Group comparisons on decision making skills. This question addresses whether students who were taught the Student- Directed Transition Planning lessons had higher levels of decision making skills, as determined by Sections One and Four of the ARC Self-Determination Scale. Scores on these two sections were combined for an overall decision making score. Students were randomly assigned by class to intervention and waitlist control groups. All students completed the ARC Self-Determination Scale prior to the eight week lesson implementation. After all eight lessons were implemented with the treatment group students in both groups completed the scale again in order to measure the extent of any differences that may have occurred pre and posttest.

Posttest between group comparisons. As stated before, there were no significant differences between the treatment and the waitlist control groups at the pretest condition. To establish a comparison at the post test, an analysis of variance (ANOVA) was also

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employed. The results of the ANOVA revealed that there was a significant difference

between the treatment and waitlist control groups at the post test condition, MS_B 17640.04,

$F = 7.69$, $p = .01$, $d = .95$ indicating a large effect size. Tables 9 and 10 illustrate these

results.

Table 9

Decision Making Results

	Pretest				Posttest		
	Mean	SD	Range		Mean	SD	Range
Treatment							

Decision Making Control	101.5	55.2	9-190	126.32	44.35	33-193
Decision Making	82.69	46.09	20-192	81.25	51.83	5-197

Table 10

Posttest ANOVA Treatment and Control Groups

		Sum of Squares	df	MS	F	p
DecisionPost	BetweenGroups	17640.04	1	17640.4	7.6	.01
	Within Groups	75701.11	33	2293.97	9	
	Total	93341.14	34			

Pre/post comparisons within groups. A paired samples *t*-test was used to examine the differences within each group from pre to posttest. The results from the t test indicates that there is no significant difference in decision making skills from pre to posttest within the control group, mean 1.44 $t(15) = .16$, $p = .88$, $d = .02$, which indicates a small effect size. Conversely, there was a significant difference in decision making skills from pre to posttest for the treatment group, mean 25.26, $t(18) = -3.50$, $p = .00$, $d = .50$, which indicates a medium effect size. The following table illustrates these results.

Table 11

Pre/Post Comparisons within Each Group

	Paired Differences							
				95% *CI* of the Difference				
	M	*SD*	*SEM*	*Lower*	*Upper*	*t*	*df*	*p*
Control Group DecisionMaking Pre & Posttest	1.44	35.95	8.99	17.72	20.59	.16	15	.88
Treatment Group Decision Making Pre & Posttest	25.26	31.49	7.22	-40.44	-10.09	-3.50	18	.00

The first two research questions were answered using a quantitative method of analysis. The overall self-advocacy score is a combined score of sections two (self-regulation) and four (self-realization) of the scale. Section two consists of two subdomains, with questions which require students to write (or dictate) answers. Subsection A involves story- based scenarios where the student indicates what he or she considers the best solution to a problem. The responses are scored on a scale of 0 to 2 points, depending on the effectiveness of the solution to resolve the problem. Subsection B involves goal-setting and task performance and asks students to identify goals in several life areas and identify steps they need to take to achieve these goals. Points are accumulated based on the presence of a goal and the number of steps identified to reach that goal. Section four consists of 14 questions in an agree/disagree format. The items in this section were created to provide information on several components of self-realization, including self-awareness, self-acceptance, self-confidence, self-esteem and self- actualization. The overall decision making score is a combined score of sections one (autonomy) and three (psychological empowerment) of the scale. Section one consists of 32 questions exploring two subdomains of Independence and Choice. The Independence subdomain involves interpreting factors related to personal care and family oriented functions as one distinct area and interaction with the environment as the second. The Choice subdomain was compartmentalized into actions in four areas, (a) recreational and leisure time, (b) community involvement and interaction, (c) post school directions, and (d) personal expression (Wehmeyer, 1995). Section three consists of 16 questions. Psychological empowerment refers to the related constructs of locus of control, self-efficacy and outcome expectancy.

Table 12

Descriptive Statistics of Samples

Self-Advocacy	Pre Mean	SD	Range	Post Mean	SD	Range
Treatment	108.21	37.82	39-186	136.95	34.66	74-190
Waitlist Control	116.25	49.02	19-186	102.69	48.06	14-195
Decision Making	Pre Mean	SD	Range	Post Mean	SD	Range
Treatment	101.05	55.42	9 -190	126.32	44.35	33-193
Waitlist Control	82.69	46.09	20-192	81.25	51.83	5-197

Although the analysis of the pretest scores revealed that there was a difference in mean scores on the pretest, an analysis of variance (ANOVA) indicated that the difference in scores was not statistically significant (decision making; $F = 1.11$, $p = .30$; self-advocacy; $F = .30$, $p = .59$) thus eliminating the need for an analysis of covariance (ANCOVA) due to equivalent comparison groups.

Table 13
Comparison of Treatment and Control Group Pretest

		Sum of Squares	df	Mean Square	f	Sig.
Decision Pre	Between Groups	2929.50	1	2929.50	1.11	.30
	Within Groups	87140.38	33	2640.52		
	Total	90069.89	34			
Self-Adv Pre	Between Groups	561.38	1	561.38	.30	.59
	Within Groups	61798.16	33	1872.67		
	Total	62359.54	34			

Treatment Fidelity

In intervention research, treatment fidelity is defined as the strategies that monitor and enhance the accuracy and consistency of an intervention to ensure it is implemented as planned and that each component is delivered in a comparable manner to all study participants over time (Smith, Daunic, & Taylor, 2007). For this study, I conducted all of the Student Directed Transition Planning lessons. Each lesson was observed in both treatment groups by the teacher and the educational assistant who regularly taught the study skills class. There were additional observers in one the

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treatment group from the University of Hawaiʻi, Education Administration Program (ACE Program) who were participating in classroom observations as part of their course of study. All observers in both treatment classes filled out a fidelity checklist.

The fidelity checklists were collected at the end of each lesson. A scoring procedure was established using a two point scale: (a) all information on slide covered = 1 point; (b) slide skipped=0 points. Directly following each lesson implementation I met with all of the observers present and analyzed all of the fidelity checklists that were provided. Because I implemented all eight lessons for both treatment groups, there was little variation in points reported by the observers. All observers were within one point of each other 100% of the time.

Qualitative Results

The third research question was answered after collecting qualitative interview data from semi-structured one-on-one interviews with eight ninth grade participants who received instruction in the SDTP lessons. Phase one of this study (quantitative phase) included both the treatment and waitlist control groups ($n = 35$). The second phase (qualitative phase) included students in the treatment group only ($n = 8$).

A semi-structured interview guide consisted of ten questions that served to better explain the results of the quantitative phase of the study (See Appendix F). Analysis related to self- advocacy and decision making skills addressed in this study revealed nine major themes and numerous subthemes within each category. Table 14 illustrates these themes and subthemes as well as the number of participant positive and negative responses for each theme.

Table 14

Self-Advocacy and Decision Making Themes and Subthemes

Major Categories	Subthemes within Category	Number of Participant Responses Where Mentioned	
Self-Advocacy Components by Theme		Positive Response	Negative Response
Self-Awareness	Awareness of disability	5	3
	How disability affects your life	5	3
	Knowledge of needed supports	6	2
	Knowledge of support providers	7	1
I am good at	Leisure activities	16	0
	Responsibilities Group	9	0
	activities Solitary	6	0
	activities	11	0
Following along			
	With Peers	5	3
	With adults	8	8
Self-regulation			
	Goal setting	13	2
	Plans after high school	7	1
Next IEP meeting			
	Present	8	0
	Listening	8	0
	Speaking	5	3
Decision Making Components by Theme			
Autonomy	Independence	11	1
	Acting on the Basis of Beliefs	7	3
	Interests and Abilities		
Difficult Situations	Problem Identification	7	1
	Multiple Steps Positive	2	6
	Resolution Friends	4	4
	Adults	7	0
		1	0
Control	Others Decide		
	I Decide	6	2
	Joint Decision	5	3
		5	3

Post Intervention Interview Results

Components of self-advocacy by theme. The first two interview questions specifically address self-advocacy by exploring the participants' self-awareness in regard to their disability and general perceptions of likes and dislikes surrounding leisure time activities, responsibilities, group activities and solitary activities. All of the participants

were able to identify at least one thing that they were good at and that they liked doing.

Six out of the eight interview participants were able to name three to six different

activities. I further analyzed the responses and broke them down into categories to

determine whether the activities were leisure or responsibility oriented activities and

whether they were group activities or solitary pursuits. The majority of the participants

expressed being good at leisure activities (16 out of a total of 25 activities). Sample

participant responses in regard to being good at leisure activities are listed below:

"…playing soccer and hiking."
"…football, basketball, and soccer."
"I'm good at singing, dancing, and making new friends."
"…sewing, designing clothes and art."
"Boxing."
"…basketball and communication."
"I'm good at writing

The participants also listed responsibility oriented activities (9 out of 25 total activities):

"I'm good at cooking, cleaning, taking care of kids, and managing money."
"I'm good at doing chores…."
"I'm good at cooking, chores at home, and taking care of kids…..."
"Babysitting. I babysit my niece when my sister goes to work."

Of the 25 responses recorded, six were leisure activities in a group setting and 11

were solitary activities that were mainly responsibility oriented. I chose to ask the

participants what they were good at first because I wanted to start interview with a

question that would not be perceived as threatening or too personal. I wanted to start off

on a positive note with a question that they could answer easily in order to make them

comfortable before we delved into their perceptions of their disability.

When asked about disability, five of the eight participants had a general

awareness of their disability. They expressed that they needed extra help in certain

subjects or with certain skills. Three of the five students had no awareness of what or

if they had a disability of any kind. The following samples illustrate some of the

responses in relation to awareness of disability:

General Awareness
"I need help on school work, reading mostly and understanding."
"I need support in English, history, and science."
"I need better reading skills."
"Probably how I'm not working good and not listening, not following what they are saying."
"All I know is I have counseling"
"I'm guessing reading and writing."

No Awareness
"Just try your best."
"I need money."
"I'm just lazy, very, very lazy."

Five out of the eight participants interviewed could express how his or her

disability affects his or her life in general.   The three participants who could not express

how disability affected his or her life were the same three who had no awareness that they

had a disability. The following are some examples of participant responses to how

disability affects their lives:

General Awareness
"I'm not good at listening and I can't follow what they say."
"I let other people convince me to get into trouble and then I get mad and frustrated and just join in with them."
"I need advice and help with things."
"I fall behind [academically] and have to catch up in studies skills class."
"I need help on school work so I go to tutoring after school."

Six of the participants could name the types of supports that they needed in order

to be successful at school. One student who exhibited no awareness of disability or how

disability affected her life was able to express that she needed support at school. The two

participants who previously indicated no awareness of disability or how disability affected

their life also indicated that they either did not know or did not need support. The

following sample responses illustrate the types of supports that the participants indicated

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they need to feel supported as well as the responses from the participants who had

negative responses.

"I need when people explain things to me."
"I need counseling."
"I need extra help here at school with my work."
"I need extra help with my numbers."
"I need help with reading."
"I need help with reading and understanding."
"I don't need any special support. I just tend to be lazy. I notice that I'm very good at all my subjects. I shouldn't even be here [SPED], I'm just lazy and don't like to do my work."
"I don't know."

Seven out of the eight participants knew who to go to when they needed support

academically or otherwise. One participant did not indicate an awareness of who was

available to provide support if needed. This participant was aware of her disability, knew

how it affected her life and was aware that she needed support, but not aware of whom

was available to provide the support. When asked, she indicated "I just work it out on

my own and don't ask for help." The other two participants who were unaware of their

disability and how it affected their lives were aware of whom to go to if they needed

support. The following are sample responses from the seven participants in regard to

their support system.

"I go to the counselor, but only if I'm referred."
"My parents and teachers help me."
"Some of my teachers help me out."
"Mr. S [teacher]."
"My teacher."
"My dad mostly and my teachers."
 "Teachers and sometimes my friends."

I developed three scenarios that addressed self-regulation to ask the participants

of this study. This was of particular importance to me as I wanted to further explain the

participants' responses or lack thereof on section two of the ARC Self-Determination

Scale. As stated previously, this was a writing component to measure self-regulation. All of the interview participants scored between 0 and 31 points out of a possible 100 points, which is a low score. By asking similar questions in an interview format, I was able to more accurately explain whether or not the participants possessed the self-advocacy skills that the ARC Scale intended to measure.

There were three opportunities for participants to provide either a positive or negative self-advocacy response; (a) involved the participants' ability to self-advocate in a leisure setting with their friends, (b) involved the participants' ability to self-advocate if they were given the wrong order in a restaurant, and (c) involved a class scheduling conflict at school. The following table illustrates a positive (+) or negative (-) self-advocacy responses with both peers and adults.

Table15

Self-Advocacy with Peers and Adults

Participant	Adults		Peers
Mary	-	-	-
Tybalt	-	-	+
Chloe	+	+	+
Toby	+	+	+
Ron	-	-	-
Jazlyn	+	+	+
Alea	+	+	-
Daniel	-	-	+

Participant sample of both positive and negative self-advocacy responses are listed below:

With Peers:
"I just go with the flow."

"I still do what they want to do."
"I'd just go along with it."
"I just tell them when I don't want to go along and then I stay at home."
"I'll just change my mind and stay home."
"If they want to do something different then we'll split up and meet later."

With Adults:
"I'd just eat it anyway."
"I would just be mad and take the classes
anyway."
 "I'd just straight up eat it. It's all food."
"I would be happy I got a burger, but depressed that they got it wrong and eat
it anyway."
"I'd just show up to whatever was on my schedule."
"I would let them know that they got my order wrong."
"I'd go to my counselor and so they could change my classes."
"I'd just tell her she gave me the wrong one and ask for the
right one."
"I would just go and tell my counselor my classes are wrong."

Section Two B of the ARC Scale measures participants' responses in regard to
goal setting and task performance. In order to capture this information in the interview,
I asked the students if they had any plans after high school. I categorized their
responses into three areas; employment, independent living, and postsecondary
education. Seven of the eight participants had developed a plan. There were five
responses in the employment category, three responses in independent living, and five
responses related to postsecondary education. In addition to capturing participant
responses to plans after high school I also explored responses related to task
performance while in high school in order to increase the probability that the plans will
happen.

Table 16

Goal Setting and Task Performance

Participant	Employment	Independent Living	Postsecondary Education	# of Tasks Related to Goal
Mary	1	0	1	2
Tybalt	0	0	0	0
Chloe	1	0	1	2
Toby	1	1	1	1
Ron	1	1	0	0
Jazlyn	1	1	1	3
Alea	0	0	1	3
Daniel	1	0	0	1

Sample participant responses are as follows:

"I want to be a registered nurse. I'm going to read about nursing and try to get into College."

"I plan to probably find a job and move out."

"…hopefully working in the military. I'm going to research information about what job I want to be in and study."

"I still want to work with my uncle and go to UH Mānoa or UNLV. I want to get out of SPED and take college prep classes and I'm going to get a driver's license.

"I want to go to Heald College and learn how to be a cashier. I'm going to take math classes and work on my communication."

"I don't know."

"My plan is to go to a fashion school where I can learn from them.

"Right now I'm about to take fashion classes in high school.

" I need to get good grades and get help from my parents."

All eight participants stated that they had been present in at least one IEP meeting.

When asked about participation in their next IEP meeting all participants plan on being

present in the meeting. All eight participants said that they would listen while the adults in

the meeting were talking. Five of the eight participants plan on speaking and one

participant would like to run her meeting. The following are sample student responses.

"I would sit and listen and then talk."

"I would just listen and hold it against them. They always lie even if I don't do any of that stuff."

"I think I'll say something that I'm comfortable with and not just sit there."

"…so the next time we can like do our own IEP meeting and tell them how we see things instead of how they see us. It's my future."

"I'll just let them talk."

"I'll just listen."
"I just listened last year, but this year I'm going to plan on talking in it because like what you want is the most important thing."

Components of decision making by theme. If students have the opportunity to make decisions for themselves they exhibit higher levels of autonomy, which creates higher levels of motivation, thus creating higher levels of goal attainment and achievement. The interview guide was designed to allow me to explore the participants' levels of autonomous functioning by exploring independence and actions based on the participants' interests and abilities. All three of the scenarios, as well as questions directly related to decision making, allowed me to capture the participants' abilities to act autonomously while making decisions. Seven out of eight participants could independently make decisions about themselves. Only five of the eight participants could speak about something that interested them. The three who could not, could speak about responsibilities, but not necessarily about what interested them (See Table 17).

Table 17

Responses Related to Independence and Beliefs, Interests and Abilities

Participant	Independence	Beliefs, Interests, and Abilities
Mary	1	2
Tybalt	1	0
Chloe	0	1
Toby	1	1
Ron	2	2
Jazlyn	1	0
Alea	3	2
Daniel	1	0

The following are sample responses from the participants further illustrating their ability to make independent decisions based on their beliefs, interests and abilities.

"I can actually do all of the things that I want to do in the future and I can process which one I really want and do it all by myself."
"I'll make education decisions and decide what I want to do."

"We can decide what we want to do after high school."
"I started thinking about more things that I want to do not just for high school."
"I know my strengths and skills."
"I learned about my strengths. I can decide what I want to do."

In order to gauge the participants ability to problem solve they were asked to recount a difficult situation. All but one participant were all able to identify a specific problem. Only two out of the eight participants were able to employ multiple steps in their problem solving process and four out of the eight responses had a positive resolution. I also wanted to delve deeper and find out if the problem was with an adult or with a peer (see Table 18).

Table 18

Participant Problem Solving Responses

Participant	Problem Identification	Multiple Steps	Resolution Positive (+) or Negative (-)	Peer (P) or Adult (A)
Mary	Yes	Yes (2)	+	P
Tybalt	Yes	No	-	P + A
Chloe	Yes	No	-	P
Toby	No	No	0	0
Ron	Yes	No	+	P
Jazlyn	Yes	No	-	P
Alea	Yes	Yes (4)	+	P
Daniel	Yes	No	+	P

Student responses are as follows:

"I apologized and said I didn't mean all of those things."
"I yell at people and hurt their feelings. I just go off on them."
"Sometimes I tell the teacher and she writes them a
referral." "Most of the time I just ignore them."
"I just talked to them for a while."
"I keep trying to apologize but we're still not talking."

The last theme involves who is in control of the decision making process. There were three subthemes to glean information on the participants' abilities to control the decisions in interactions with adults or peers and whether it is a joint

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decision, a decision made solely by the participant, or a decision made solely by others (adults or peers in the situation). Table 19 illustrates participant responses, which indicate that five participants made decisions on their own when involved in interactions with adults, five made joint decisions when interacting with their peers and three participants let others make decisions for them.

Table 19

Control of the Decision Making Process

Decision	Peer	Adult
Solely by Participant	0	5
Joint Decision	5	0
Solely by Others	3	3

Sample participant responses are as follows:

"We just plan it all together."
"I go along and do what my friends want to do."
"We all decide."
"I'd tell them what classes I want."
"I'd say that I think that I could enjoy being a secretary even though I would rather be a nurse."
"I wouldn't stress about it and just take whatever they say."
"We all get together and say what we want to do."

Summary

An ANOVA indicated that significant differences existed between the treatment and waitlist control groups at the posttest condition. The treatment group exhibited significant gains in the knowledge of both self-advocacy and decision making skills. The effect size for both self-advocacy and decision making skills were large. Paired samples *t* tests indicated that there were significant increases in self-advocacy and decision making skills for the treatment group from pre- to posttest conditions. The waitlist control group showed no significant differences in self-advocacy and decision making skills from pre-

to posttest.

The qualitative phase suggested that the participants did exhibit levels of self-advocacy that were not indicated in their scores in the first phase (quantitative) of the study. This phase of the study allowed me to further explain the atypical responses from phase one. The interview participants were also able to elaborate on their decision making process which allowed me to further explore the typical responses on the remaining sections of the ARC Scale.

Chapter V

Discussion

The purpose of this mixed methods intervention study was to add to the literature base on strategies and interventions to improve student-directed transition planning for students with disabilities. My goal was to examine the impact of the Student Directed Transition Planning (SDTP) lessons on the self-advocacy and decision making skills of students with disabilities and explore student perceptions of their self-advocacy and decision-making skills post intervention. The ARC Self-Determination Scale was used as a pre/post measure to examine the effects of the eight Student Directed Transition Planning lessons. In addition to this, a semi-structured interview format was used to qualitatively capture the participants' perceptions of their self- advocacy and decision making skills in order to further explain the quantitative phase of the study.

Prior to Lesson One, I administered the ARC Self-Determination Scale. Approximately 30 minutes of class time was spent administering the Scale. I spent approximately 540 minutes over the course of eight weeks providing direct instruction to the participants in the Student Directed Transition Planning (SDTP) lessons. Subsequent to Lesson Eight, I re-administered the ARC Self-Determination Scale in order to measure the impact of the intervention. The findings relative to the impact of the SDTP lessons on the participants' self-advocacy and decision making skills are summarized in the following discussion.

Quantitative Findings

In order to measure the treatment and waitlist control group differences, a pre- and posttest design was used to determine the impact of the Student Directed Transition Planning lessons on the self-advocacy and decision making skills of ninth grade students

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with mild to moderate disabilities. The results of the pretest indicated that there were equivalent comparison groups. Similar to Woods (2007), who found differences between the treatment and control groups after instruction in the SDTP lessons, at the posttest condition, the results revealed that there was a significant difference between the treatment and waitlist control group in both self-advocacy and decision making scores. Further examination revealed that the posttest scores for the waitlist control group were actually lower than the scores for the pretest in both self-advocacy and decision making. The reasons for this go beyond the scope of this study, but it is important to note that students with disabilities can benefit from direct instruction in transition planning.

The self-advocacy scores of the treatment group revealed a significant improvement from pre to posttest (28.74%). The waitlist control group had a decrease in self-advocacy scores (13.56%) Overall there was a 42 percent increase in self-advocacy scores from pre- to posttest for the treatment group over the waitlist control group. This indicates that the treatment group benefitted from direct instruction in the Student Directed Transition Planning lessons. Although there were significant positive results for self-advocacy for the treatment group, some students scored very low on section two of the ARC Scale. The qualitative phase of this study (discussed below) focused on further explanation of low self-advocacy scores for some treatment group participants in Section Two of the ARC Scale. The outcome of this study confirms the findings of prior studies (Hammer, 2004; Test & Neale, 2004; Van Reusen, Deshler, & Schumaker, 1989) that indicate that students who receive direct instruction in self-advocacy and strategies have higher levels of knowledge of self-advocacy skills.

The quantitative results for decision making also revealed that there was a significant increase in decision making scores (24.82%) for the treatment group from pre to posttest. The waitlist control group had a slight decrease in decision making scores (1.44%). This indicates that overall there was a 26 percent increase in decision making scores from pre to posttest for the treatment group over the waitlist control group. These findings suggest that instruction in the Student Directed Transition Planning lessons is beneficial in students acquiring decision making skills in relation to transition planning. The findings from this study support previous studies conducted ((Stefanou, Perencevich, DiCintio, & Turner 2004; Wehmeyer, Agran & Hughes, 1998; Wehmeyer, et al., 2007; Wehmeyer & Schalock, 2001) that indicate that students with disabilities benefit from direct instruction to enhance decision making skills.

The quantitative results of this study support that the Student Directed Transition Planning lessons is effective instructional intervention for improving the self-advocacy and decision making skills (as measured by the ARC SD Scale) of ninth grade students with disabilities. There are several conclusions that can be drawn as a result of these findings. First, compared to the treatment group's pretest scores, the posttest scores for self-advocacy showed a significant improvement in their ability to self-advocate, despite the fact that some students repeatedly scored low on Section Two of the ARC Scale. Second, students who received direct instruction in the lesson package had higher levels of decision making capacity in the realms of independence and acting on the basis of beliefs, interests and abilities. This indicates higher levels of autonomous functioning, which will benefit them as they transition to their adult lives (Deci & Ryan, 2000; Wehmeyer & Garner, 2003). Students also exhibited higher levels of psychological empowerment post intervention. In addition, the participants

also exhibited higher levels of self-advocacy post intervention, which is an indication that they have the self-regulation and self-realization necessary to partake of the supports and services that are important to their success in employment, postsecondary education, and independent living in their adult lives.

Qualitative Findings

The interview guide consisted of ten questions that served to better explain the results of the quantitative phase of the study (See Appendix F). My goal in this phase of the study was to help more accurately capture the participants' self-advocacy and decision making skills. Because the eight interview participants had low scores in section two of the ARC Scale, which is a writing component, I wanted to explore whether the participants' minimal, or lack of, written response was an indication of lack of self-advocacy skills. In addition to this, I also wanted to further explain the participants' decision making skills in their own words to follow up on how adept they are at making decisions when given an opportunity to a) work through scenarios, b) speak about beliefs, interests, and abilities, and c) speak about independence.

I developed a series of questions as well as three scenarios in order to capture the participants' perceptions of the concepts related to the same concepts measured in ARC Self- Determination Scale. As the prior illustration in Chapter IV shows (see Table 14), all of the themes and subthemes that were developed allowed me to analyze the self-advocacy and decision making skills of the participants to the scale.

Components of Self-Advocacy by Theme

As stated previously, a first step toward self-advocacy is to gain knowledge of one's own interests, preferences, strengths, needs, learning style, and attributes of one's disability (Abery, Rudrud, Arndt, Schauben, & Eggebeen, 1995; Durlak, Rose, &

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Bursuck, 1994; Roffman, Herzog, & Wershba-Gershon, 1994). By exploring the participants' perceptions of these concepts in an interview format I was able to glean the information necessary to further explain their levels of self-awareness. I began by asking the participants what they were good at. All of the participants could name at least one thing that they were good at that they enjoyed doing. Although the majority of the responses centered on leisure activities, all of the students named at least one activity that was a responsibility that centered on the family. This is particularly significant given the cultural identities of the participants. As illustrated previously in Table 5 (Chapter III), the demographic make-up of the participants in this study was 71 percent Filipino. Because of these demographics the majority of the student participants in this (all who were interviewed) may identify more with a collectivist culture. Studies have shown (Trainor, 2005; Leake & Boone, 2007), familial goals are more likely to be emphasized by culturally linguistically diverse (CLD) students and multiple factors shape cultural identity (Zhang, 2005). All of the participants interviewed demonstrated that familial goals (i.e. responsibilities) were important to them. They demonstrated that self-awareness is not only an awareness of themselves as an individual, but an awareness of the importance of how they exist within the family unit.

Another important component of self-advocacy is an individual's full understanding of the attributes of his or her disability. The next four questions in the interview addressed the participants' understanding of their disability, how it affects their lives, what supports they may need to be successful, and who to go to for the support that they may need. Over half of the participants had a general awareness of their disability ($n = 5$) and how it affects their lives. One participant rejected the notion that she had a disability and attributed her presence in special education classes to laziness on her part.

Although she rejects that she has a disability, she does exhibit a level of self-awareness in that she is not working up to her potential. This may be a hindrance as she transitions to her adult life because she may not partake of the services that she is eligible for, especially if she chooses to pursue postsecondary education, as she will be transitioning from a system of entitlement (IDEA) to a system of eligibility (ADA & Section 504 of the Rehabilitation Act). The remaining two participants had no knowledge of their disability. Although most of the participants' responses were rather vague as to what their disability was, they did have a general knowledge that they had a disability. Because the participants are only in the ninth grade, as they progress through their high school years, if they have more opportunities to explore transition to adulthood, they should gain more concrete perceptions of their disability and how it affects their lives.

When asked about what (a) supports they need and (b) who to go to for support to be successful, the majority of the participants ($n = 6$, $n = 7$) were able to list what kind of supports they needed and who to go to for help. One participant, who had no general knowledge of his disability, also did not know what kind of support that he needed or who to go to if he needed help with anything. The remaining participants knew what they needed and who to go to for help. The other two participants, who had no general knowledge of their disability, did know what supports they needed and who to go to for help. This is very significant, because even if they cannot place a name on their disability, the potential for these participants to ask for help and know how to self-advocate is greater.

As stated before, self-advocacy and self-regulation are synchronously linked and students who have a high ability to self-regulate more often achieve their goals and have a better sense of control over the attainment of their goals. In order to more fully capture

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the participants' ability to self-regulate, and expand on the lack of response in Section Two of the ARC Scale, I developed three scenarios that were similar in format to the scenarios presented in the ARC Scale. Through the scenarios, the participants had the opportunity to provide positive or negative self-advocacy responses with both peers and adults. Three of the participants had positive responses with both peers and adults. This indicates that although they may have displayed low scores on the ARC Scale, they possess self-advocacy skills with both peers and adults. The participants who displayed limited or no awareness of disability in the first two questions, also displayed very limited or no ability to self-advocate, with peers or adults, in their responses to the scenarios. This is consistent with their scores on the ARC Scale. Because of this, these two participants may have difficulties when transitioning to their adult lives if the trend continues as they get closer to high school graduation. The remaining three participants had mixed responses, two could self-advocate in interactions with their peers but not with adults and one participant could self-advocate in situations with adults but not with her peers. The inability to self- advocate in interactions with adults or peers may lead to difficulties when transitioning to adult life. According to Test, et al. (2005), Literature in both disability and educational research has identified the development of self-advocacy skills as crucial to the successful transition of students with disabilities into adult life (Aune, 1991; Izzo & Lamb, 2002; Wehmeyer, 1992). It is imperative that students with disabilities have the ability to ask for the services and supports that they need in order to be successful, as well as, self-advocate when participating in leisure activities. As Izzo and Lamb (2002) have noted, "Just as students with disabilities need direct instruction in effective learning strategies, they also need instruction and modeling in self- advocacy" (p.43). The opportunity to practice self-advocacy skills in both formal and informal

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settings will allow students to observe and practice self-advocacy skills with both their peer group and adults. This will potentially create higher levels of satisfaction, which leads to a higher quality of life.

Components of Decision Making by Theme

The main themes that emerged from the participant responses to the three scenarios, as well as direct questions related to decision making were: (a) autonomy, which included subthemes independence and acting on the basis of beliefs, interests, and abilities; (b) difficult situations, which included subthemes problem identification, multiple steps, positive resolution, friends, and adults; and (c) control, which included subthemes others decide, I decide, and joint decision. Through the participants' responses I was able to further explain the participants' levels of autonomous functioning as well as levels of psychological empowerment, both of which were measured in Sections One and Three the ARC Scale.

Seven out of the eight participants indicated that they could independently make decisions about themselves. This is consistent with the results from the ARC Scale. As stated before, the participants had typical results on both Section One and Section Three of the ARC Scale. Through the interview process, I found more detail that better explained the quantitative results. For instance, I found that although the participants were able to make independent decisions, only five of the eight participants could speak about beliefs, interests, and abilities. The three participants who did not address those concepts only spoke about acting independently in regard to responsibilities. Although these participants had the ability and the belief that they could complete tasks, they were not particularly interested. This may indicate lower levels of autonomous functioning.

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The three scenarios posed in the interviews allowed for opportunities to problem-solve. Problem-solving and the ability to employ multiple steps in the problem-solving process are both important concepts to consider in decision making (Wheymeyer, 1995). I also wanted to further delve into the participants' abilities to problem-solve in interactions with adults and with their peers. Only one participant could not identify a problem to solve or recount a difficult situation. Two of the eight participants were able to employ multiple steps in the problem-solving process and four of the participants were able to come to a positive resolution. These findings are consistent with the participants' scores on the ARC Scale. Only one participant described a problem with an adult. This participant did not employ any steps to solve the problem and there was no positive resolution. This participant also had problems with his peer group and could not suggest any positive resolutions. It is significant to note that this particular student receives special education services under the category of emotional behavioral disorder. These results for problem-solving are consistent with the literature that documents the struggle that EBD students display in their interactions with others (Davis & Vander Stoep, 1997; Karpar, Clark & Caproni, 2005; Wagner, 1995; Zigmond, 2006). Although this participant knows who to go to for support (school counselor), he only goes when referred. This indicates that this participant lacks the ability to make appropriate decisions in the problem-solving process. According to Lane and Carter (2006), the social, behavioral, academic, and vocational skill deficits that characterize many youth with EBD can hinder attainment of their post school goals. Because of this, he may have difficulties as he transitions to adult life. The remaining participants could define a problem, employ at least one appropriate step in the problem-solving process, and come to some sort of resolution. This indicates that they have adequate decision making skills

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that will allow them to act more autonomously in the future, provided they are given opportunities to practice along the way, in order to develop the ability to employ multiple steps in the problem solving process.

The final decision making theme explored involved who is in control of the decision making process in situations with adults and with peers. Controlling the decision making process is a psychologically empowering act. My goal in this part of the interview process was to delve deeper and further explain the results of Section Four of the ARC Scale. All of the interview participants had mid to high range scores in this section of the measure. I wanted to explore if the decisions that were made were joint decisions, decisions made solely by the participant, or decisions made solely by others. Over half of the participants ($n = 5$) were able to solely make decisions when interacting with adults. This is significant because not only does is indicate that they feel psychologically empowered, but also they may be more likely to self- advocate in IEP meetings and in their adult lives (Martin, et al., 2006). The same participants made joint decisions when interacting with their peers. These participants indicated not only the ability to problem- solve, for example if they wanted to do different activities, but also a level of psychological empowerment and self-advocacy by being able to state that they wanted to do something different. Three participants let others make decisions for them in both adult and peer interactions. This indicates low levels of not only psychological empowerment, but also lower levels of self-advocacy. Because of this, they may have difficulties in the decision making process as they transition to postsecondary life. This could lead to lower levels of autonomous functioning, and lower levels of psychological empowerment, which according to Deci and Ryan (2000), leads to less satisfaction and a lower quality of life as an adult.

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To summarize, the responses to the post intervention interviews suggest that the participants did exhibit levels of self-advocacy that were not indicated by their scores on the ARC Scale. I was also able to elicit more detailed responses in regard to the participants' ability to self-advocate in interactions with both peers and adults. This is significant in order for them to be able to ask for, and receive, the supports and services that are necessary to ensure success in their adult lives. Moreover, the participants were also able to describe in more detail their plans after high school and list goal related tasks that will enable them to realize their plans. I would not have had this insight if I relied solely on the ARC Scale to measure the results.

The participants also had the ability to elaborate on their decision making process. This allowed me to further explore the typical results on the remaining sections of the ARC Scale. I was able to explain in more detail, using the participants own words, the boxes that they checked on the ARC Scale. The findings from this portion of the interview process were consistent with the findings from the corresponding sections of the ARC Scale. Overall, the participants had more positive rather than negative responses in regard to the decision making process. In addition to this, all of the participants expressed that they liked the lessons and thought that they were helpful. Prior to the lessons, all of the participants indicated that they attended their IEP meetings but just sat there and did not pay attention to the proceedings. They also indicated that now, after the lessons, they were planning on participating more fully in their next IEP meeting.

Limitations

There are several limitations to the present study. This study was conducted in one high school, a school that was highly motivated to implement the curricula. The students were assigned by class to treatment and waitlist control conditions, true

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random assignment was not possible. This is a common limitation in classroom based research. Schools and schedules are designed for group instruction rather than experimental research. Second, I am an outsider in the participant's community. This was a concern on a few different levels. Because I delivered all of the instruction, the participants may have reacted differently (better or worse) if I was their regular teacher. Also, in the interview process, I may have been able to glean more responses from the participants if I had known them in advance. Additionally, because I had not developed a previous rapport with the participants, when I administered the ARC Scale, students did not partake of help when asked if they needed it. This is significant because students who may have needed help in Section Two may have scored better if they sought assistance. Although this may have been a limitation, I was able to follow up on this in the qualitative phase of the study. Also, some of the items on the ARC Scale may not be culturally relevant.

A few additional concerns remain. Social desirability bias, which is the possibility that questions on the ARC Scale prompted the respondents to answer in a way they believed was socially appropriate or the way the researcher desired them to respond, was a concern (Miller, 2012). Their responses may not fully reflect their actions or beliefs, but rather what they thought others wanted them to do or believe. According to Miller (2012), self-report surveys must always consider the possibility of social desirability having an unwanted influence on responses. Time was also a factor. Had I been able to spend more time on the implementation of the lessons, the participants may have shown even stronger improvement. The average time for the eight lesson implementation is 16 hours (Woods, 2007) and I was only able to spend 10 hours total on lesson delivery. In addition to these limitations for this study, researcher bias is always a concern when

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conducting qualitative research. As a former teacher and academic coordinator in a

program for adjudicated youth with disabilities, I had experience working with students

with disabilities who are at-risk and struggle on a daily basis. I also had prior knowledge

of the overrepresentation of students from culturally linguistically diverse backgrounds

who receive special education services (Harry & Klinger, 2014). Because of this, I have

developed a sympathetic bias towards these students and their families and did not have

the ability to remain completely neutral. In addition to this, I was the sole researcher on

this project. Because of this, I was the only person to score the participants' responses on

the ARC Scale. Although the instruction manual for the scale had complete instructions

for scoring, section two in particular, was open to researcher interpretation.

Implications

The results of this study show that instruction the Student Directed Transition

Planning lessons can improve students' self-advocacy and decision making skills in the

transition planning process. The inclusion of this lesson package in transition education

for students with disabilities can have a potential positive impact in several ways. Each

lesson in the package contains components to be completed in the home that include the

family in the transition planning process. Families of CLD students with disabilities may

not value the same set of behaviors that are emphasized in traditional transition practices

that are based on more western individualistic values. This may lead to less parent

participation in transition services. Parents from diverse cultures may feel more

comfortable being involved in transition activities that occur within the home, such as

talking to their children about life after high school and teaching them about cultural

values and beliefs, rather than be involved in school-based transition activities (Geenen,

Powers, Lopez-Vasquez, & Trainor, 2005). Parents of CLD students face other

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challenges, such as language barriers, lack of knowledge about services, and anxiety due to previous interactions with educational professionals. As a result of these challenges, the level of parental involvement in transition services seems to be minimal (Landmark, Zhang, & Montoya, 2007). The SDTP lessons offer parents the opportunity to participate in their children's transition process in the home, which may alleviate some of the discomfort they may otherwise feel, thus opening the door for more communication with teachers and other professionals involved with their children's future.

Although time was considered a limitation in this study, the fact that the lessons had a positive impact on the participants self-advocacy and decision making skills in a relatively short amount of time, it can also be considered a benefit. Special education teachers are tasked with more requirements as a result of various State and Federal mandates. Because the participants showed gains in a short amount of time, teachers have the ability to spend more time meeting those mandates. Districts also benefit by including these lessons as part of the curriculum because they can meet the accountability mandates of IDEA (Indicator 13) in their annual report to the federal government.

Although research supports the efficacy of teaching self-advocacy, there appears to be a lack of instruction in the classroom for students to learn self-advocacy skills, despite access to developed curricula (Fiedler & Dunneker, 2007). The present study illustrated the positive effects that the SDTP lessons have on the self-advocacy skills of students with disabilities. Although it is yet another curriculum that addresses self-advocacy, the positive implications of these lessons are more encompassing than only addressing self-advocacy.

Promoting student self-advocacy and decision-making skills is a complex process that requires multiple educational activities across a variety of student educational experiences. To sufficiently meet the transition needs of students with disabilities, including CLD students and their families, evidence-based options need to be available to teachers and the professionals who provide services (Test, Aspel, & Everson, 2006). As we continue to develop programs and study transition concepts, researchers and service providers need to address all students. Service providers need to recognize and fully understand the students and families for which they provide services. Researchers need to take into consideration the values of all student populations and develop effective programs that include collectivist as well as individualistic concepts. As we progress through the 21st century transition policy, our student populations, technology, and transition services will continue to develop and change. It is imperative that we continue to look at better, more effective ways to serve our students and their families. In doing so, students with disabilities will have more successful adult outcomes and a better quality of life.

Recommendations

The outcome of this study indicates that it would be beneficial to incorporate the STDP lessons into the current curriculum that is offered in high school special education study skills or resource classes. In doing so, students gain the transition skills necessary for success. It would also provide teachers with additional transition professional development in SDTP, which would allow them to further assist their students in transition skill development embedded within the classroom environment, instead of solely relying on the school transition coordinator to provide transition services. Transition coordinators could also incorporate these lessons into their regular interactions

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with their students. These lessons provide an organized, linear way to not only provide

instruction in transition planning, but also a formal way to incorporate the specific

documentation mandated by IDEA into each student's transition plan. Ultimately, the

purpose of transition planning in general is to assist students in their journey to adult life.

Incorporating the SDTP lessons into the current school structure would be a positive step

toward best practices in transition service delivery. Additionally, items on the ARC

Scale, such as, "I plan weekend activities that I like to do," and assigning more points for

answers that indicate the student solely makes the decision, does not take into account

that CLD students and families may have a more collectivist perspective in regard to

independence and autonomy. In a sense, students are being penalized for not taking a

Westernized approach to self-determination. Because of this, the ARC Scale should be

reviewed for items that are biased against students from families with Collectivist values.

These items should be field-tested and updated if necessary to meet the needs of CLD

students and families.

Recommendations

The outcome of this study indicates that it would be beneficial to incorporate the

STDP lessons into the current curriculum that is offered in high school study skills

classes. In doing so, students gain the transition skills necessary for success. It would

also provide teachers with additional transition professional development in SDTP, which

would allow them to further assist their students in transition skill development embedded

within the classroom environment, instead of solely relying on the school transition

coordinator to provide transition services. Transition coordinators could also incorporate

these lessons into their regular interactions with their students. These lessons provide an

organized, linear way to not only provide instruction in transition planning, but also a formal way to incorporate the specific documentation mandated by IDEA into each student's transition plan. Ultimately, the purpose of transition planning in general is to assist students in their journey to adult life. Incorporating the SDTP lessons into the current school structure would be a positive step toward best practices in transition service delivery. Additionally, items on the ARC Scale, such as, "I plan weekend activities that I like to do", and assigning more points for answers that indicate the student solely makes the decision, does not take into account that CLD students and families may have a more collectivist perspective in regard to independence and autonomy. In a sense, students are being penalized for not taking a westernized approach to self-determination. Because of this, the ARC Scale should be updated and tested in order to meet the needs of CLD students and families.

Future Research

In order to address the limitations of this study and help establish the SDTP lessons as an evidence based practice, future research should be conducted. Randomized selection of treatment and control groups should be employed. Also, a larger sample size would provide a better opportunity to generalize the findings to the population. In addition to this, lesson implementation by the participants' classroom teachers, possibly in an action research format, would add the teachers' perspectives to the lessons. Another recommendation for future research is to study student outcomes at grade nine and then again at grade eleven to ascertain how much information the participants retained as they near adulthood.

Appendix A.

Parental Consent and Student Assent Forms

University of Hawai'i
Parent/Guardian Consent Letter to Participate in Research Project: The Impact of the
Student Directed Transition Planning Lessons

My name is Jeanine Lewis. I am a graduate student at the University of Hawai'i at Mānoa (UH), in the Department of Special Education. One requirement for earning my Doctoral degree is to do a research project. The purpose of my research project is to demonstrate the effectiveness of a transition instructional lesson package titled *Student-Directed Transition Planning.* When students complete the lessons they will gain the knowledge needed to actively participate in the transition planning process with you and other IEP team members. I am asking your permission for your child to participate in my *Student-Directed Transition* Planning educational research project. I also will ask your child if s/he agrees to participate in this project.

What activities will you do in the study and how long will the activities last? Students will be randomly selected by class into intervention and control groups. Students who will be taught transition planning information by me using the eight *Student-Directed Transition Planning* (SDTP) lessons will start on approximately March First. The lessons will be taught for one hour per week for a period of eight weeks. Students who are in the group who are not taught the lessons beginning on March First will receive the SDTP instruction at a later time designated by their teacher before the end of the school year. During the time that I am teaching the lessons to the other group the students in this group will participate in their typical daily school activities. If your child is in the study, I will interview him/her once at a convenient time during the school day established by his/her teacher. The interview will last for about 25 to 30 minutes. Your child and I (no one else) will be present in the room during the interview. I will record the interview using an audio-recorder. I am recording the interview so I can later type a written record of what we talked about during the interview. I will evaluate the information from the interview. If your child participates, he/she will be one of a total of eight students that I will interview separately. One example of the kind of question I will ask is, "Tell me about something you are good at"? If you would like to see a copy of all of the questions that I will ask, please contact me via the phone number or email address listed near the end of this consent form.

Benefits and Risks: There may be no direct benefits to your child for participating in my research project, other than the benefits that he/she may gain from the knowledge he/she gains from the lessons. If your child participates in this study they may also be selected to be interviewed by the researcher. This will allow your child the opportunity to further voice their perceptions of these lessons, which will be beneficial not only to the research study, but also to the teachers and future students. The results of this project might help me, other teachers, and researchers learn more about high school students' perceptions of self-advocacy and decision-making skills in the transition process. I believe there is little or no risk to your child in participating in this project. There is a possibility that he/she may become uncomfortable or stressed by answering an interview question or questions. If that happens, we will skip the question, or take a break, or stop the interview. Your child may also withdraw from the project altogether. There is also a possible risk of loss of anonymity. In order to minimize this risk, I will assign a number system to all of the documents that your child will produce for this study and delete any names. I will also

use pseudonyms when reporting any results in order to protect the identities of the participants.

Confidentiality and Privacy: I will keep all the information from the interviews in a safe place. Only my University of Hawaii advisor and I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawaii Human Studies Program has the right to review research records for this study.

Initially, I will record the interviews. After I convert the recordings into written transcripts, I will destroy the audio-recordings. . When I report the results of my research project in my typed paper, I will not use your child's name or any other personal information that would identify him/her. Instead, I will use a pseudonym (fake name). If you would like a copy of my final report, please contact me at the number listed near the end of this consent form.

Voluntary Participation: Participation in this research project is voluntary. Your child can choose freely to participate or not to participate. At any point during this project, you can withdraw your permission, and your child can stop participating without any loss of benefits. I will ensure that your child's participation or non-participation in my research project does not impact his/her grades, or teacher-to-student relationship at his/her high school.

Questions: If you have any questions about this project, contact me, Jeanine Lewis, by phone (808)312-2736 or e-mail at: jclewis@hawaii.edu
You can also call my advisor at the University of Hawaii, Dr. Rhonda Black, at (808)956-2367 or by e-mail at: rblack@hawaii.edu

If you have questions about your rights, contact the University of Hawaii, Human Studies Program, by phone at (808) 956-5007 or by e-mail at uhirb@hawaii.edu.

Please keep the section above for your records.
If you consent to be in this project, please sign the signature section below and return it to your child's study skills teacher.
 Tear or cut here

Signature(s) for Consent:
I give permission for my child to join the research project entitled, *"The Impact of the Student Directed Transition Planning Lessons."* I understand that I can change my mind about my child participating in the study at any time. I understand that I must tell the researcher of my decision for my child to stop participating in this project.

Name of Participant (Print): _____

Parent/Guardian Name (Print)_____

Parent/Guardian Signature: _____
Date: _____

University of Hawai'i

Student Assent Letter to Participate in Research Project:

The Impact of the Student Directed Transition Planning Lessons

My name is Jeanine Lewis. I am a graduate student at the University of Hawai'i at Mānoa (UH), in the Department of Special Education. One requirement for earning my Doctoral degree is to complete a dissertation. The purpose of my dissertation research project is to demonstrate the effectiveness of a transition instructional lesson package titled *Student-Directed Transition Planning.* If you choose to participate, you will complete the lessons provided about your transition planning process. I am asking for your permission to participate in my *Student-Directed Transition* Planning educational research project

What activities will you do in the study and how long will the activities last? At the beginning and at the end of the study you will fill out a rating scale that is about how you make decisions and say what you want. This should take about 20 minutes to finish. Then, your class will be picked to either learn the lessons now or get them at a later time. If you get the lessons now, they will start around March First and last for one hour a week for eight weeks. There are eight lessons all together. If you are in the other group, your teacher will decide when you will be taught the lessons before the end of the school year. If you are in the group that learns the lessons first, I may want to interview you one time. I may want to interview you one time at a good time during the school day. The interview will last for about 25 to 30 minutes. You and I (no one else) will be present in the room during the interview. I will record the interview using a digital recorder and will later type what we talked about during the interview. One kind of question I will ask is, "Tell me about something you are good at"? If you would like to see a copy of all of the questions that I will ask, you can contact me at the phone number or email address listed near the end of this assent form.

Benefits and Risks: By taking the lessons that I teach, you may learn the skills of how to make decisions and also how ask for the things that you would like in your transition process. You will also help me, other teachers, and researchers learn more about high school students' thoughts about self-advocacy and decision-making skills in your transition process. I think that there is little or no risk to you if you help me with this project, but if you become uncomfortable or stressed by answering an interview question or questions, we will skip the question, or take a break, or stop the interview. You can also quit being in the project at any time. There is also a possible risk that people might find out who you are. In order for me to make sure that nobody finds out who you are I am going to give you a number that you will use on all of the work that you do in class. This will keep people from knowing who you are.

Confidentiality and Privacy: I will keep all the things that you say in the interview in a safe place. Only my University of Hawaii advisor and I will be able see the information.

Also only other agencies that have legal permission have the right to review research records. The University of Hawaii Human Studies Program has the right to review research records for this study.

After I write down the interviews, I will get rid of everything that you said. When I write my report, I will not use your name or any other personal information that will make it so anybody knows that you were in this study. Instead, I will use a fake name for you. If you want a copy of my final report, please call or send me an email and I will give it to you.

Voluntary Participation: Being in this research project is voluntary. You can choose freely to participate or not to participate. At any time, you can take away your permission, and you can stop participating without any problem at all. I will make sure that whether you are in my research project or not it does not affect your grades, or teacher-to-student relationship at your high school.

Questions: If you have any questions about this project, contact me, Jeanine Lewis, by phone (808)312-2736 or e-mail at: jclewis@hawaii.edu

You can also call my advisor at the University of Hawaii, Dr. Rhonda Black, at (808)956-2367 or by e-mail at: rblack@hawaii.edu

If you have questions about your rights, contact the University of Hawaii, Human Studies Program, by phone at (808) 956-5007 or by e-mail at uhirb@hawaii.edu.

Please keep the section above for your records.
If you consent to be in this project, please sign the signature section below and return it to your study skills teacher.

Tear or cut here

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Signature(s) for Consent:

I give my permission to join the research project entitled, *"The Impact of the Student Directed Transition Planning Lessons."* I understand that I can change my mind about being in the study at any time. I understand that I must tell the researcher of my decision to stop being in this project.

Name of Participant (Print): ___

_____

Participant Signature: _____

Date: _____

UNIVERSITY
of HAWAI'I®

MĀNOA

MEMORANDUM

February 20, 2014

TO: Jeanine Lewis
           Principal Investigator
           College of Education

FROM: Denise A. Lin-DeShetler, MPH, MA
           Director

SUBJECT: CHS #21839- "The Impact of Student Directed Transition Planning Lessons on the Self-
           Advocacy and Decision-Making Skills of Students with Disabilities"

Under an expedited review procedure, the research project identified above was approved for one year
on February 20, 2014 by the University of Hawaii (UH) Human Studies Program. The application
qualified for expedited review under CFR 46.110 and 21 CFR 56.110, Category (7).

This memorandum is your record of the Human Studies Program approval of this study. Please maintain
it with your study records.

The Human Studies Program approval for this project will expire on February 19, 2015. If you expect
your project to continue beyond this date, you must submit an application for renewal of this Human
Studies Program approval. The Human Studies Program approval must be maintained for the entire term
of your project.

If, during the course of your project, you intend to make changes to this study, you must obtain approval
from the Human Studies Program prior to implementing any changes. If an Unanticipated Problem
occurs during the course of the study, you must notify the Human Studies Program within 24 hours of
knowledge of the problem. A formal report must be submitted to the Human Studies Program within 10
days. The definition of "Unanticipated Problem" may be found at:
http://hawaii.edu/irb/download/documents/SOPP_101_UP_Reporting.pdf, and the report form may be
downloaded here: http://hawaii.edu/irb/download/forms/App_UP_Report.doc.

You are required to maintain complete records pertaining to the use of humans as participants in your
research. This includes all information or materials conveyed to and received from participants as well
as signed consent forms, data, analyses, and results. These records must be maintained for at least three
years following project completion or termination, and they are subject to inspection and review by the
Human Studies Program and other authorized agencies.

1960 East-West Road
Biomedical Sciences Building B104
Honolulu, Hawai'i 96822
Telephone: (808) 956-5007
Fax: (808) 956-8683
An Equal Opportunity/Affirmative Action Institution

Appendix B

Student Materials

Lesson 1

Student Self-Awareness Survey

Student: _   Date:_____
_____

Who you are now: (Your family will do a similar survey for you.) We will discuss in class.

1. I want to learn:

2. I am best at:

3. I need most help with:

4. Help I have received in the past includes:

5. Hobbies and interests:

6. Following graduation, I plan to

   live at:

   work at:

   further my education at:

I work best:

___independently   ___with a group

Comments:
Up to this point, my feelings about school have been:

Student signature:_____

Parent initials:_____**Date:**_____

Family Self-Awareness Survey

Student: _____   Date:_____

_____

Who is the student now? (The student will do a similar survey. These are the family's impression of the student.) Student will discuss in class.

1. Student wants to learn:

2. Student is best at:

3. Student needs most help with:

4. Help that this student has received in the past includes:

5. Student's hobbies and interests:

6. Following graduation, I hope the student plans to

   live at:

   work at:

   get further education at:

Student works best:

___independently   ___with a group

Comments:
Up to this point, my feelings about___school experiences are:
Parent initials:_

Student signature:_____Date:_____

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Student Name: _____   **Date:** _____

What's Important to Me Circle

1. Think about each of the items in the outer ring. Assign a value to each one according to how important you think it is in your life. A 4 is very important, 1 is not very important. If an item is not at all important to you, just leave it blank.
2. Color in the sections up to and including the number (if you assigned a value of 3, color sections
   1, 2, and 3).
3. Now place a mark in each wedge that represents how much time and energy you currently devote to the item. A 4 is a lot of time and energy, 1 is very little time and energy.
4. Does the amount of time and energy you spend closely reflect the value you place on each item?
What changes can you make so that your time and energy match what you think is important?
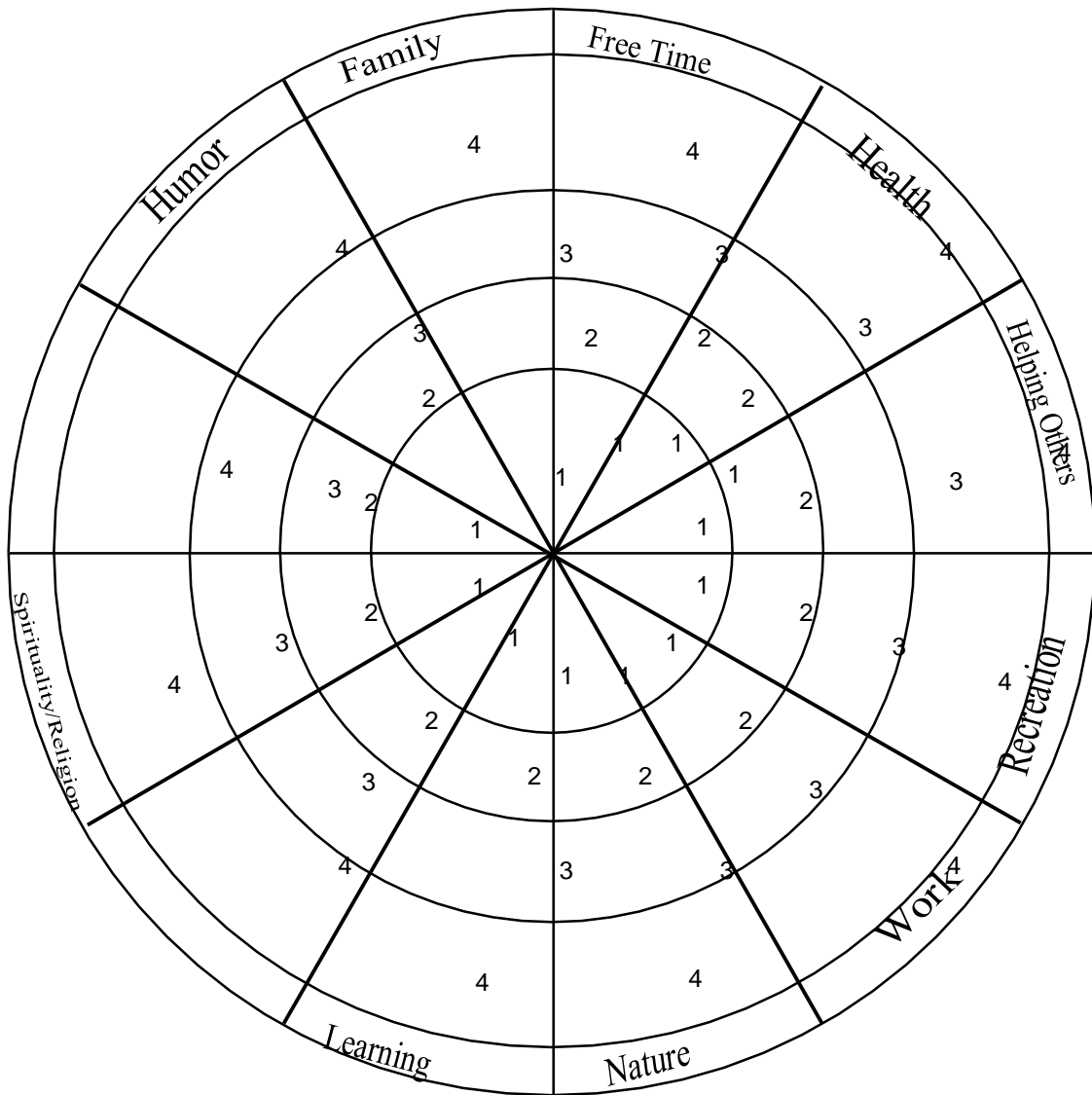
Name:_____**Parent Signature:**_____
Defining Your Disability Worksheet - STUDENT

This activity will help you define your disability in order to understand yourself better. It will help you to start thinking about some of the things that you may need after leaving high school.

1. Describe what the term "disability" means to you.

2. Describe your disability.

3. Describe how your disability may affect your after high school in the following areas of your life?

   Where and how you live?

   Your work performance?

   Getting more education or going to college?

   What other ways might disability affect you after high school?

4. What help or support, if any, will you need in college, or on the job? (*Think about the things that were put in place for you at school the help you succeed at school.*

Student Name: _____ **Date:** _____

Defining Your Disability Worksheet - FAMILY

This activity will help you and your student understand the impact of disability in your lives. It will help you to start thinking about some of the things that the student may need after leaving high school.

1. Describe what the term "disability" means to you.

2. Describe your student's disability.

3. Describe how you think disability may affect your student after graduation in the following areas?

   Where and how they will live?

   Work performance?

   Getting more education or going to college?

   What other ways might disability affect your student/family after high school?

4. What help or support, if any, do you think your student will need in college, or on the job? (*Think about the things that were put in place for the student at school to help him/her succeed.*)

Student Name: _____

Date: _____

Disability Awareness Circle

Student
Input

Family
Input

_____   _____

_____   _____

_____   _____

Summary

_____   _____

_____

_____

_____

_____

_____

_____   _____

Teacher
Input   _____

_____

_____

_____

_____

Parent's Signature: _____ _____   **Date:** _____

Lesson 2

INTERVIEW WITH ADULT FAMILY MEMBERS

Student: Please choose one or two adult family members, or other adults you know well, to get their responses to the questions below. You may think of other questions to ask. You will be sharing your discussion with the class tomorrow. Please have your adult family member sign the bottom of this sheet. Use one form per family member.

1. When you were my age, where did you think you would live?

2. When you were my age, where did you want to work?   What kind of work did you want to do?

3. When you were my age, what sort of additional education after high school did you think about getting?

4. When you were my age, did you want to go to college? If yes, what school did you want to attend? What did you want to study in college?

5. If you went to college, where did you live while you were in school?

6. If you didn't go to college or other school after high school, what were you doing a couple of months after you left high school?

7. What was your first job?

8. How did you get your first job?

9. Where did you live when you started working at your first job?

10. What were some concerns that your parents had for you as you were about to   leave high school?

 11. Are you now doing what you had hoped when you left high school?

Student Signature _____

Family Member Signature _____

Date _____

Family Activity

What will I be when I grow up?

Directions: Think about when _____ was in elementary school.   Answer each of the following questions about what you thought _____wanted to do when they grew up.

What was something _____ wanted to be when he/she grew up?

What did you think that _____ would be good at when he/she grew up?

What do you think _____wants to be now?

Over the years, have you changed your mind about what you think _____ wanted to be or would be good at when he/she grows up? If so, why has it changed?

Name: _____   **Date:** _____

Employment Needs Input Circle

Student Input   Family Input

_____   _____

_____   _____

_____   _____

Summary

_____

_____   _____

_____   _____

_____   _____

_____   _____

_____

Teacher Input   _____

_____

_____

_____

_____

Parent's Initials: _____   **Date:** _____

Name: _____   **Date:** _____

Employment Strengths Input Circle

Student Input

Family Input

Summary

Teacher Input

Parent's Initials:_____   **Date:** _____

Name: _____   **Date:** _____

Employment Vision Input Circle

Student
Input

Family
Input

_____   _____
_____   _____
_____   _____
_____   Summary _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Teacher
Input   _____
_____
_____
_____

Parent's Initials:_____   **Date:** _____

Name: _____   **Date:** _____

Postsecondary Education Interests Input Circle

Student
Input

Family
Input

Summary

Teacher
Input

Parent's Initials: _____   **Date:** _____

Name: _____   **Date:** _____

Postsecondary Education Needs Input Circle

Student Input

Family Input

Summary

Teacher Input

Parent's Initials:_____   **Date:** _____

Name: _____   **Date:** _____

Postsecondary Education Strengths Input Circle

Student
Input

Family
Input

_____   _____
_____   _____
_____   _____
_____   _____

Summary

_____
_____
_____
_____
_____
_____

Teacher
Input   _____
_____
_____
_____

Parent's Initials: _____   **Date:** _____

Name: _____   **Date:** _____

Postsecondary Education Vision Input Circle

Student Input

Family Input

_____   _____
_____   _____
_____   _____
_____

Vision

_____
_____
_____
_____
_____
_____

Teacher Input _____
_____
_____
_____

Parent's Initials: _____   **Date:** _____

Family Discussion-Activity #1 (Slide #21)
Is further education after high school for me?

Talk with your parents using the following questions as a guide. This process will help you decide if post-secondary education is right for you. It will also help you organize your transition plan for the rest of high school.

What do you want to do after high school that post-secondary education would help you achieve?

What do your parents think of you getting post-secondary education after high school?

Describe the experiences of a family member who had post-secondary education.

If you are interested in getting post-secondary education, is staying close to home important to you and your family? Where would you live if you had post-secondary education?

How would you get to and from post-secondary education?

Who will pay for post-secondary education?

What are three current personal goals that will help you prepare for post-secondary education? (These will go on your transition IEP.)

1.
2.
3.

Activity #2   (Slide #40)
"C.S.I." (College Scene Investigation) #1

GENERAL INFORMATION

Name of College_____Date of Contact _____

Name of person representing the college_____

Does the college offer the majors or subject areas you want to study?

What reputation does the college have in those subjects?

How big are typical classes, especially in required freshmen courses?

What is the student/faculty ratio?

How academically competitive is it?

How much will it cost?

How far is it from home?

Can I commute? Will I need to live on campus, or in the same town as the college?

What kind of city or town is the college in?   Will I be safe if I live there?

"CSI" (#2) – DISABILITY SERVICES
Activity #3 – Slide #47
What disability services are offered?

College Name _____ Date _____

Name of College Representative_____

Circle **Yes** or **No** below for each item regarding whether or not the service is offered by the college. If you don't know what an item is, ask.

DISABILITY SERVICE	Do I need this?	Is it offered?
Is there a certified disability specialist on staff?	Yes No	Yes No
Are disability professionals involved in the admissions process?	Yes No	Yes No
Is there a program specifically for your disability?	Yes No	Yes No
Does the program have specialized staff?	Yes No	Yes No
Are there support groups for persons with disabilities?	Yes No	Yes No
Are there extra charges for the program?	Yes No	Yes No
Is extra financial aid available for these services?	Yes No	Yes No
Does the college have a special admission program?	Yes No	Yes No
Can grade or course requirements be adjusted for admissions?	Yes No	Yes No
Are remedial classes offered?	Yes No	Yes No

Are there specific programs for individuals who want to earn a certificate?	Yes No	Yes No
Is the application deadline different?	Yes No	Yes No
May students enroll in the spring and summer as well as the fall?	Yes No	Yes No
Is there a summer program for freshmen to help ease the transition?	Yes No	Yes No
Is the summer program required?	Yes No	Yes No
Are courses offered during the summer to lighten the load in the fall?	Yes No	Yes No
Is diagnostic testing available?	Yes No	Yes No
Are there courses in basic skills?	Yes No	Yes No
Are they offered for credit?	Yes No	Yes No
Do they count toward your GPA?	Yes No	Yes No

Is a reduced course load possible?
   Will it endanger financial aid or
    dormitory eligibility?
	Yes No
	Yes No
		Yes No
		Yes No

Can particular graduation requirements be waived if necessary?	Yes No	Yes No

Is counseling available for disability related issues?
 	
  Is it on an individual basis?
  Is it on a small-group basis?
  Is it offered on an on-going basis?
	Yes
	No
	
	Yes No
	Yes No
	Yes No
		Yes
		No
		
		Yes No
		Yes No
		Yes No

Do students plan their academic program?	Yes No	Yes No

Is priority course registration offered to students with disabilities?	Yes No	Yes No
Is career counseling offered?	Yes No	Yes No
Is individual tutoring available?	Yes No	Yes No

Additional Questions:

How long has the disability office been in

existence? How many students are in the

disability program?

How many students with your disability are admitted every
   year?

   What percentage graduate?

   If there is a special admissions process, how flexible is it?

Does the college recommend specific classes or teachers for
students with disabilities? If so, which ones?

What are the criteria to receive disability services?

In the general admissions process, how much weight to
the following carry?

   Autobiography?

Letters of recommendation?

Personal interview?

High School transcripts?

College Board Tests?

Which "basic skills" courses are offered?

- o Math
- o Reading
- o Writing
- o Vocabulary
- o Grammar
- o Spelling
- o Word processing/typing
- o Computers
- o Listening
- o Speech/communication
- o Organization
- o Study skills
- o Learning strategies
- o Time Management
- o Social/Life Skills

How many credits must be taken to be considered a full-time student?

For additional information contact:

"CSI" (#3) ACCOMMODATIONS
What accommodations may I ask for?
Activity #4 – Slide 48

College Name_____ Date_____

Name of College Representative_____

Circle **Yes** or **No** below for each item regarding whether or not you currently use the item, and if the item is offered by the college. If you don't know what an item is, ask.

ACCOMMODATION	Do I use this?	Is it offered?
Tutoring	Yes No	Yes No
Taped texts	Yes No	Yes No
Note-takers	Yes No	Yes No
Typists	Yes No	Yes No
Sign-language interpreters	Yes No	Yes No
Reading machines	Yes No	Yes No
Tape recording lectures	Yes No	Yes No
Sitting at the front of the class	Yes No	Yes No
Typing instead of writing by hand	Yes No	Yes No
Extended time on tests	Yes No	Yes No
Separate location for tests	Yes No	Yes No
Oral instead of written tests	Yes No	Yes No

Permission to clarify test questions	Yes No	Yes No
Use of calculators, dictionaries, spell checkers, laptops, etc. during tests	Yes No	Yes No
More frequent testing	Yes No	Yes No
Alternate test format	Yes No	Yes No
Using alternative ways of showing mastery of subject matter	Yes No	Yes No
Use of proofreaders for term papers	Yes No	Yes No
Lighter course load	Yes No	Yes No
Modifying course requirements	Yes No	Yes No
Extra time allowed to graduate	Yes No	Yes No
Studying part-time without affecting aid	Yes No	Yes No

Activity #1

Where will I live after high school?

Answer the following questions. Your adult family member will answer the questions for you on a separate sheet. Then compare your vision for adult living with your family's vision for you.

As an adult, I would like to someday live: (check all that apply)

   ___   Alone

   ___   With my family

   ___   With a husband or wife

   ___   With friends or roommates

   ___   With other relatives

   ___   In a safe home with someone to care for me.

   ___   Other (describe)

Will I need some supports (help) to live?   YES   NO

What kind of adult living skills do I have now? (Check and comment on all that apply.

   ___   Personal care _____

   ___   Cooking _____

   ___   Cleaning _____

   ___   Shopping _____

   ___   Laundry _____

   ___   Paying bills _____

___ Transportation _____

What kind of adult living skills do I need to learn? (Check and comment on all that apply.)

___ Personal care _____

___ Cooking _____

___ Cleaning _____

___ Shopping _____

___ Laundry _____

___ Paying bills _____

___ Transportation _____

How will I find a place to live? _____

_____

What kind of help will I need to find a place to live? _____

_____

Will I need any accommodations to live where I want to live? (ramps, special height counters, lighted doorbells, special door handles, hand rails, roll under sink? _____

If yes, they are: _____

_____

_____
Student Signature   **Adult Family Member Signature**

From: Barclay, J. & Cobb, J. (2001) *Full Life Ahead: A workbook and guide to adult life for students & families of students with disabilities*. Montgomery, Alabama: Southeast Regional Resource Center, Auburn University.

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How Will I Get There?
Activity #4 (Slide 41)

Bike   Walk

Friend or relative   Bus

Volunteer Driver   Train

Taxi   Drive Myself

Can I get myself to work?		Yes	No
Will I pay the person who takes me?		Yes	No
Will I buy their gas?		Yes	No
To religious services or church?		Yes	No
To the store?		Yes	No
To recreational activities?		Yes	No

Who can help?   Friend

                       Relative

                       Neighbor

                       Other_____

Name_____

Parent/Guardian_____

Date_____

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Getting a Driver's License
Activity #5 (Slide 41)

If you think you will have a vehicle available to you and you don't have your driver's license, you might consider taking a Driver's Education class either in school, or in your community. Your car insurance rate could be lowered as a result of taking a class. The steps below outline how to get a driver's license if you don't have one.

Steps to take:

> Go to the Driver's License, or Motor Vehicle office and get the book that explains driving rules and road signs.

> Study the driving rules.

> Get a learner's permit.

> Obtain insurance coverage for yourself as the primary driver.

> Get a parent or adult to help you practice driving.

> Take the driving test

To pass the driving test, you must:

> Know how to safely operate the vehicle you will be driving.

> Know how to read and obey road signs.

> Know how to drive on the highway and in town,

> Pass an eye exam.

> Pass an exam about "Rules of the Road".

"Show me (what you will do with) the Money"!
BUDGET

Being independent takes money!! When you have a job, you will be earning money.
Someone has to pay for food, housing, clothing, health care and transportation. YOU
WILL NEED A PLAN!   This plan is called a BUDGET.

How much money will I need each month for:

- Rent $_____
- Food   _____
- Clothing   _____
- Utilities   _____
- Recreation   _____
- Transportation   _____
- Health Care   _____
- Other   _____
-   _____

                        TOTAL $_____

Where will I get the money I need?

☒ Job
☒ Family
☒ State or Federal support
☒ SSI-Supplemental Security Income
☒ SDI-Supplemental Security Disability Insurance
☒ Other financial assistance _____

Do I know how to do these things?

☒   Make
change ☒   Pay
bills
☒   Budget money
☒   Open a bank
account ☒   Write a
check
☒   Balance a
checkbook ☒   Save
money

Lesson 6

Vocabulary for Developing a Course-of-Study Slide 1

This vocabulary sheet will help you learn definitions of the words needed to develop a course-of-study.

1. Course-of-Study	A listing of classes and community experiences that student's will complete to meet their transition goals.
2. Transcript	Official paper counselors have that lists all the classes and credits a student has completed.
3. Required Credit Requirements	These are the number of courses that a student needs to graduate and meet transition visions.
4. Elective Credit Requirements	These are the number of courses a student gets to choose from to graduate and to meet transition visions.

Name_____Date_____
__

Sample Coordinated Activities

Homework Assignment

1. Talk with your family about the activity and agency connections you should make to help you achieve your adult living, working, or educational visions.

2. Using the Activity Sheet, make a list of the adult service providers that you could use.

3. Contact three agencies that may help you, and find out what they can do.

4. Include this information in your transition IEP.

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Lesson 8
Summary of Performance Script

Take these pages with you to your IEP meeting.
Meeting Date:_____Time:_____Location: _____

Background Information

Student Name:_____Date of Birth: _____
Year of Graduation/Exit: _____

Address:_____ Phone #:_____
      (street)   (city/state)   (zip code)

Primary Disability:_____Secondary Disability: _____

Primary Language:_____If English is not the student's primary
language, what services are provided for this student as an English language learner?
_____
_____

Begin the Meeting

(Mom/Dad/….) is it ok with you all for me to start my meeting?

Thank you everyone for coming to my meeting. We are meeting today to: _____
_____
_____
_____

Introduce Everyone
Example: This is my special education teacher, Ms. Jones. She is here because she
knows how I am doing in school.

This is my_____, _____
He/She is here because _____

This is my_____, _____
He/She is here because _____

This is my_____, _____
He/She is here because _____

This is my_____, _____
He/She is here because _____

This is my_____, _____
He/she is here because _____

This is my_____, _____
He/she is here because _____

This is my_____, _____
He/she is here because _____

This is my_____, _____
He/she is here because _____

This is my_____, _____
He/she is here because _____

This is my_____, _____
He/she is here because _____

Summary of Performance

Section 1	
My Goals for Life After Graduation	
Living	My goal is
	To reach this goal I will
	To reach this goal I need
Learning	My goal is
	To reach this goal I will
	To reach this goal I need
Working	My goal is
	To reach this goal I will
	To reach this goal I need

Section 2
My Perceptions of my disability

Describing my challenges	My disability is
	Secondary disability (if there is one)
My Disability's impact:	On my school work
	On school activities
	On my mobility
	On extra-curricular activities
Supports	What works best to help me is
	What does not help is
Accommodations that worked for me in high school	Setting: (distraction-free, special lighting, adaptive furniture, etc.)
	Timing/Scheduling: (flexible schedule, several sessions, frequent breaks, etc.)
	Response: (assistive technology, mark in booklet, Brailler, colored overlays, dictate to scribe, word processor, tape responses, etc.)
	Presentation: (large print, Braille, assistive devices, magnifier, read or sign items, calculator, re-read directions, etc.)

Sections 3 and 4

_____will now give us the school's perspective on my
         (teacher's name)
disability and a summary of my academic achievement and functional performance.

Review Past Goals and Performance

1. My goal was _____

_____

 (write how you did on your goal) I _____

_____

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2. My goal was _____

_____

 (write how you did on your goal) I _____

_____

3. My goal was _____

_____

 (write how you did on your goal) I _____

_____

_____

State your goals for the year

1. My goal is _____

_____

I will know I reached my goal when _____

_____

2. My goal is _____

I will know I reached my goal when _____

_____

_____

3. My goal is _____

I will know I reached my goal when _____

_____

_____

Close the meeting by thanking everyone.

Appendix C

Sample Lesson Plans

Student-Directed Transition Planning

Lesson 1

Awareness

By

Lorraine Sylvester, Lee L. Woods, and James E. Martin

University of Oklahoma
College of Education
Department of Educational Psychology
Zarrow Center for Learning Enrichment

Goal:
Students will demonstrate increased awareness of themselves within their family, their cultural community, and as a person with a disability.

Objectives: Together with their family, students will
- identify important values that guide them throughout life.
- identify interests, strengths and skills relevant to post-high school visions.
- identify disability-related limits that impact post-high school visions.
- identify supports or accommodations needed to achieve post-high school visions.
- identify culturally relevant advocacy skills to achieve post-high school visions.
- document and organize information for transition planning.

Location:
School, Home, Community

Parent Involvement
Students and adult family members will articulate and document their visions for post-high school living, work and further education. Together they will identify strengths and limits caused by their disability that may impact future plans.

Teacher Involvement

Awareness of Self, Family, Community, and Disability

Materials Needed
- ✪ *Transition Planning-Awareness* PowerPoint
- ✪ Activity Sheets Per Student:
  - Self-Awareness Assessment (1 copy)
  - What's Important to Me Circle (2 copies)
  - Defining Your Disability (1copy)
  - Disability Awareness Circle (1 copy)
  - Transition Awareness Circle (1 copy)
  - Summary of Performance (1 copy)
  - Parent's Timeline for Transition (1 copy)
- ✪ 1 highlighter per student
- ✪ 3 safe, tossable objects per student (rolled up paper, tape, socks, balls, beanbags, etc.)
- ✪ Computer and LCD Projector or overhead projector
- ✪ TV/VCR (Optional)
- ✪ Optional Supplemental Videos
  Rudy
  October Sky

Lesson Outline
A. Introduction to Student-Directed Transition Planning lessons
B. Students complete activities to become aware of personal, family, and cultural values when setting goals, and the time they spend on things that are important to them.
C Introduction to the Transition Planning Circle, and it's relevance to planning for life after high school.
D. Students complete disability awareness activities.
E. Students learn the importance of

Teachers will become aware of student/family planning for transition and will facilitate culturally sensitive interactions and IEP meeting strategies.

NOTE: Throughout the teacher's manual you will see font changes to indicate suggested wording of discussion, or conversation points (*Teacher: italics),* that you can use. Regular font is used for specific Teacher Notes. Teacher notes refer to targeted comments about materials to handout, suggested activities to pursue, or reference to other lessons and activities. Finally, the teacher's manual aligns each PowerPoint slide with relevant comments.

becoming an advocate.
F. Students create their first Transition Awareness Circle

Show SDTP Curriculum Title Slide

Student-Directed Transition Planning

Student-Directed Transition Planning

Lesson 1

Awareness

By

Lorraine Sylvester, Lee L. Woods, and James E. Martin

University of Oklahoma
College of Education
Department of Educational Psychology
Zarrow Center for Learning Enrichment

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Awareness of Self, Family, Community, and Disability

1

Awareness of Self, Family, Community, and Disability

- *This is the first lesson in a series of lessons that will help you plan, with your family, for your life after high school.*

2

Introduction and Lessons Overview

- Review transition planning process
  - What is transition?
    - Transition is change.
  - What will change after you graduate?
    - Job, more education, different friends, living on your own or with family.
  - What do you have to do now to get ready for this change?
    - Set goals; gather skills and supports; implement and manage plan; reflect, adjust and celebrate progress

3

Show Lesson Title Slide 1.

Show Slide 2.

Teacher: This is the first lesson in a series of lessons that will help you and your family to plan for life after high school.

Show Slide 3.

Teacher Note: Introduce Student-Directed Transition Planning lessons

Teacher: What is transition?

Answer: Transition is change. Soon, you will be transitioning from high school to adult life.

Teacher: What will change after you graduate?

Answer: Getting a job and making money, going to college, living on my own or with my family. The lessons we will do together will help you and your family develop your vision for employment, further education, and adult living when you are out of high school.

Teacher: What do you have to do now to get ready for this change?

Answer: You have to set goals for the future; you have to plan for the future and gather the skills you need to do what you see yourself doing in the future; you have to implement and manage the plan you set; you have to reflect and adjust the plans you make knowing your skills and limits while celebrating progress toward the goals you set.

Throughout the lessons,

- you will learn a lot about yourself…your preferences, interests, strengths, and needs for what you will do after graduation.
- you will be talking with your family and other people about very personal things that relate to how you will live your life after graduation.

4

Confidentiality

- Together with your family and teachers, you will be compiling information that is personal and private. This means you do not have to reveal or discuss this information with anyone else, unless you want to.
- However, there are times that it will be important to reveal certain information about yourself so that you can get help if you need it for a job or further education after graduation.

5

Show slide 4.

Teacher: You will learn a lot about yourself…your preferences, interests, strengths, and needs for what you will do after graduation. You will be talking with your family and other people about very personal things that relate to how you will live after graduation. Teacher Note: This slide introduces the concept of confidentiality to the students.

Show slide 5.

Teacher: Together with your family and teachers, you will be compiling information that is personal and private. This means you do not have to reveal or discuss this information with anyone else, unless you want to. You should know that there will be times that you should reveal, or disclose

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information about yourself in order to get help you might need for a job or further education after graduation. Teacher Note: Disclosure will be discussed more in the lesson entitled Vision for Further Education.
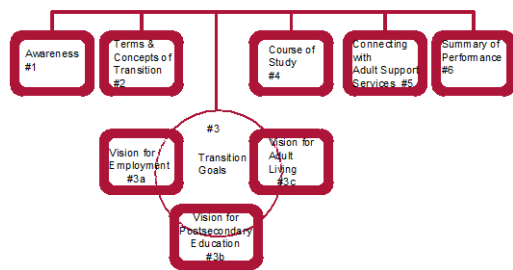
Show Slide 6.

Teacher: There are laws that help protect your health/medical

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Confidentiality

These laws help ensure that your educational and medical information remains confidential.

FERPA: Family Educational Rights and Privacy Act. This act keeps your ***educational*** records and information out of the hands of people who should not have them.

HIPAA : Health Insurance Portability and Accountability Act. This act keeps your personal ***health and medical*** information out of the hands of people who should not have it.

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and educational information from getting into the wrong hands. These laws guarantee that your personal information only goes to the people you want it to go to.

Teacher Note: You can get more information on HIPAA and FERPA at these websites: http://www.hhs.gov/ocr/hipaa/ and www.ed.gov/policy/gen/guid/fpeo/ferpa/index.html

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Student-Directed Transition Planning

Overview of Lessons

Teacher: This slide shows all of the lessons that will teach you about Transition. In Awareness, you will become more aware of yourself. Terms & Concepts will teach you about Transition words and their meaning. The Vision for Employment, Vision for Adult Living, and Vision for Postsecondary Education lessons will help you set goals for after graduation. In Course of Study, you will figure out what classes and experiences you will need to make your goals happen. In Adult Supports & Services, you will learn about supports that can help you after high school, and the Summary of Performance lesson will combine all of the information you need for your transition planning meeting.

Student-Directed Transition Planning

Let's begin with
Self-Awareness

- Self-awareness means knowing your own interests, skills and limits.

- It also means knowing what your family or other adults think about your future and how they can help.

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Show Slide 8: Self-awareness

Teacher: Self-awareness means knowing your own interests, skills, and limits.

It also means knowing what your family or other adults think about your future and how they can help.

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Self-Awareness Survey

- Be very honest with yourself!
- Get feedback from others!
- You will be adding more information as we move through the lessons.

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Awareness Survey Results

- What did you find out about yourself?

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What's Important to Me?

Show Slide 9.

Teacher Note: Students complete the Self-Awareness Survey.

Teacher: Complete the Self-Awareness Survey. Discuss each question together and then write down your own answer. There are no right or wrong answers. You will take

this home tonight and discuss the answers with your family. Tomorrow in class, we'll discuss what your family had to say.

Teacher: Hand out Self Awareness Survey to each student. Send a blank survey home for family to complete. Continue slide show when students are done.

Show Slide 10. Awareness Survey results and discussion.

Teacher: What did you learn about yourself by completing the Self-Awareness Survey? What did the adults at home think about your answers? Encourage the students to talk about anything they would like from this exercise.

Show Slide 11.

Teacher: This slide shows you the What's Important to Me Circle. On the circle you will mark how important family, leisure, work, and other things are to you. Your answers will help you to develop a transition plan that matches who you are.
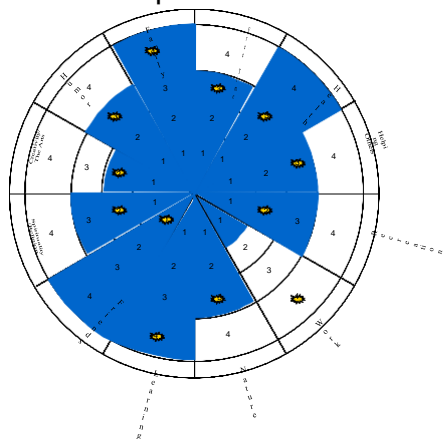
1. Think about each of the items in the outer ring. This includes Family, Free Time, and Health (advance through the slide until the outer ring is full). Assign a value to each one according to how important you think it is in your life. In the example, family is rated high (it's colored up to the 4). However, work rates a 1, and is not very important. If an item has no value for you, just leave it blank.

2. Color in the sections up to and including the number (if you assigned a value of 3, color sections 1,2, and 3).

3. Now place a mark in each wedge that represents how much time and energy you currently devote to the item. (advance slide to the point where the work wedge is marked). In this example, a lot of time and energy is spent on work. The mark is on 4, yet the person felt work was low in importance.(advance slide) On the other hand, 1 has been marked for friends, showing the person spends very little time and energy with friends, even though they rated it highly (advance slide to complete the circle).

4. Does the amount of time and energy you spend closely match what is important to

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you? What changes can you make so that your time and energy match what you think is important?

Teacher Note: You can click and color as many sections of the circle as you feel necessary to fully explain the categories and rankings.

Still on slide 11.

Teacher: In this example we can see that work is not very important, but this person spends a lot of time and energy at work. We also see that this person believes it's important to spend time with her friends, but the time doesn't match the importance. The time and energy that the person spends with her family matches its importance.

Now that you've seen how to do this, do your own.

Homework assignment: *Take a blank What's Important to Me Circle home so that your family can share what's important to them. Explain to your adult family member how to do this circle, and then ask him or her to complete it. This needs to be signed by your family member for credit. We will discuss the similarities and differences between your circle and your family's.*

Teacher Note: Send a blank What's

Important to me Circle home with the students. Students can share their Circle with their family, their adult family, or significant other can do this on the computer at home if internet access and hardware are available. Print out and bring to class.

Show Slide 12.

Introduce Transition Planning Circle

Teacher: The Transition Planning Circle provides a framework for planning for work, post-secondary education, and adult living. This circle will be on every slide to remind us of this process. Each color means something. White (East): Setting goals for the future; Blue (South): Developing a plan; Yellow (West): Managing the plan; Black (North): Reflecting and adjusting the plan. This process is a reflection of the changes that occur throughout life. You will see this Transition Planning Circle on each slide from now on.

Show Slide 13.

Teacher: Transition planning begins early, even before you turn 16. This process helps you to identify job interests and abilities. It includes things like career exploration and some job training. Transition Planning helps identify community services and

Student-Directed Transition Planning

Transition Planning

- Reflect & Adjust
- Set Goals
- Develop Plan
- Manage Plan

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Student-Directed Transition Planning

Transition Planning

- Begins early! (no later than 16, and sometimes earlier!)
- Helps you identify career interests, abilities, and experiences
- Helps you decide your post-secondary career, education, and living goals

- Helps identify community services and prepare applications for college and/or adult support services
- Means preparing and keeping a file with references and skills you have acquired.

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prepare applications for adult services. It considers summer and volunteer experiences. It means preparing a job placement file with references and skills you have acquired, and a file that contains information about your further education experiences (transcripts, grades, etc.)

Teacher Note: You can give an example from your own life by describing how you decided your own schooling and career opportunities. Have the students talk about how this process has already been working for them.

Student-Directed Transition Planning

Setting Goals

- Knowing what's important to you and your family:

  – can help you set realistic and achievable goals.

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Show Slide 14. Advance through slide. Setting Goals

Teacher: What's important to you helps you decide your goals. You've already determined those things that are most important to you. Knowing what's important to you, and what's realistic to achieve, helps you dream for the future.

Student-Directed Transition Planning

Developing a Plan

- What do I want?
- Why do I want to do it?
- How am I going to do it?
- When will I do it?
- What help do I need
- How will I find out how I'm doing?
- Do I need to make changes?

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Student-Directed Transition Planning

Managing the Plan

- Did I get what I wanted?
- Was I motivated to do it?
- What steps did I take?
- Did I follow my schedule?
- Did I get the help I needed?
- Did I get information on how I did?

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Student-Directed Transition Planning

Reflect and Adjust

Experience Outcomes and Learn

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Show Slide 15. Advance through slide. Developing a Plan

Teacher: To develop a plan, you need to answer several questions. Teacher Note: Engage the students in discussion using questions like the following:
What do I want?
Why do I want to do it?
How am I going to do it?
When will I do it?
What help do I need?
How will I find out how I did?

Show Slide 16. Advance through slide. Managing the Plan

Teacher: To manage your plan, you also need to answer some questions:
Did I get what I wanted?
Was I motivated to do it?
What steps did I take?
Did I follow my schedule?
Did I get the help I needed?
Did I get information on how I did?
What changes should I make?

Show Slide 17. Advance through slide. Reflect and Adjust

Teacher: This process helps you compare actual outcomes to what you thought would happen. You'll see things that worked and things that didn't work; then you will make adjustments for next time.

The following activities will help you understand how to manage multiple, and sometimes challenging parts of your life. We'll also have a

Slide 18

Student-Directed Transition Planning

Activity 1

- Keep your eyes on your goal!
- Take 1 ball; write the name of your goal on it.
- Take 2 more balls; write the name of an obstacle on each ball that could prevent you from achieving your goal.

(Wheel: Reflect & Adjust, Set Goals, Develop Plan, Manage Plan)

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Slide 19

Student-Directed Transition Planning

Activity 1

- Toss and catch one ball (goal).
- Now, try to keep your goal ball going while juggling obstacle #1.
- Then add obstacle #2.
- Can you keep your goal in sight while juggling both obstacles?

(Wheel: Reflect & Adjust, Set Goals, Develop Plan, Manage Plan)

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little fun!

Show Slide 18.

Activity 1: Keep your eyes on the goal. This game will show how we operate using the above steps. Each student gets 3 balls (beanbags can be used instead of balls). Imagine that the first ball is your goal. Write what this goal is on the ball. Now, take 2 more balls and write an obstacle, or something that gets in the way of achieving your goal, on each ball.

Show Slide 19.

Begin the game by tossing one ball up and down in one hand. Then add a second ball (one of your obstacles), and try to keep both balls going in the air (using 1 or both hands) at the same time. Finally, add your third ball (obstacle).

Teacher Note: For this game, you can use wadded up paper with masking tape around it to hold together, old tennis balls, any sort of cheap rubber balls, beanbags, wadded up old socks, etc. that are readily available.

Student-Directed Transition Planning

Activity 1 - Discussion

- Did keeping track of your goal ball get more difficult as you added more balls (obstacles)?
- What can you do to prevent the obstacles from becoming barriers to achieving your goals?

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DISCUSSION: Did keeping track of your goal ball get more difficult as you added more balls (obstacles)? What can you do to prevent the obstacles from becoming barriers to achieving your goals? Answers: It seems fairly easy to keep track of one ball (your primary goal) when there is no other interference. Life's obstacles, (like the additional balls), might mean you need other strategies to help maintain focus on your goal. So what did you do?

(Optional) Activity 2: Group Juggling: 1. Teacher and students stand in a circle formation, about 6-10 students per circle. (This game can be done in larger groups, but skill-level variations may make success difficult to achieve in a short time period. If more than one circle of students is used, it may be helpful to have half the class observe while the rest are participating; then change so the observers can participate.) 2. All students raise a hand. 3. Teacher has about 5-10 balls, beanbags, or other safe tossable objects (as indicated in slide 16) within easy reach. 4. Teacher begins by tossing a ball/beanbag to a student. 5. That student catches the ball (using 1 or 2 hands), and tosses same ball to another

student who has their hand up. 6. Once you've caught the ball, put your hand down. 7. Process continues until the last person with their hand in the air catches the ball, and tosses it back to the teacher. 8. The game continues in this exact order (tossing and catching to the same people, in the same order, that you just did. 9. Teacher begins to toss in additional balls/beanbags. Students continue tossing and catching the objects in the same original order. 10. As more balls start flying, the challenge of keeping all the balls going in the air gets more and more difficult.

Teacher: This game shows how we can use our strengths, but it also shows how our limits, and those of others, can make achieving success (i.e., keeping as many balls as possible going in the air) difficult. In order to have the whole group be successful, some of us had to change our methods. For example: Even though you throw and catch well, others in the group may not. So you might have to toss more slowly, or call the person's name, or move in closer…all in the effort to keep the game going.

Student-Directed Transition Planning

Different Abilities
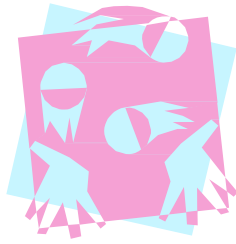
- In the games, we showed some of our strengths and skills.

- Some of our limits showed as well.

Limits may be caused by a disability.

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Student-Directed Transition Planning

Defining Disability - Worksheet

1. Describe what disability means to you.
2. Describe your disability in clear terms.
3. How does your disability affect your performance at school, home, or in the community?
4. Take a blank form home and have your family complete the survey.

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Show Slide 21. Different Abilities

Teacher: What did you learn from the activities?

Answers: We all have different ability levels for tossing and catching objects. The outcome of keeping goals alive (balls going in the air) became easier when there was not interference and when there was more help; however, it wasn't until we 1) utilized our skills, 2) relied upon and allowed the skills of others to shine through, and 3) changed our own skills to enable others to succeed, that we could achieve the goal of keeping multiple balls in the air.

Because our skills at tossing and catching balls is different, this game also helps begin our discussion of "disability" and the supports we might need to prevent a disability from becoming a barrier. Some of us needed to change the way we toss and catch in order to help achieve the group goal.

Show Slide 22. Defining disability.

Teacher Note: Give each student the Defining your Disability worksheet. Have the students complete this worksheet at home, with their parents or significant other.

Teacher: Answer the questions on this worksheet in class as best you can. Your homework

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Disability Awareness Discussion

1. What does having a learning disability mean to you?
2. How does your family see your learning difficulties?
3. How did your answers compare with your family's?
4. Do you or your family know anyone with learning difficulties?
5. What information can your teacher provide?

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Student-Directed Transition Planning

Disability Awareness Summary - Using the Input Circle

- We'll use the Input Circle as a way to organize your thoughts and input from your family and teacher about your disability.
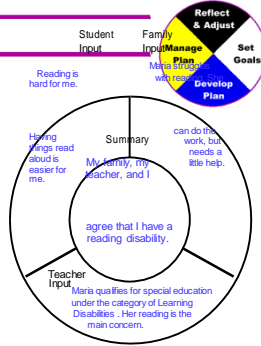- You'll use this type of circle in future lessons.
- Let's look at an example.

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is to take a blank home and get your parents' or other adult family members' thoughts about the impact of disability on you and your family.

Teacher Note: Have a discussion that demonstrates how most of us have limitations for which we occasionally require support.

Show Slide 23. Homework discussion.

Teacher: About 10% of kids in school experience learning difficulties. Do you or your family know anyone with learning difficulties? If so, what kind?

How does your family see your learning difficulties?

What does having learning difficulties mean to you? How do your answers compare with your family's? Your teacher can also provide some information regarding your disability and how it impacts your schoolwork.

Show Slide 24. Input Circle

Teacher: The Input Circle will be used to help you gather and organize your thoughts, as well as information from your family and teachers about how your disability affects you at home and in school. You'll use a circle like this to organize information in later lessons. Let's look at Maria's example.

Disability Awareness Circle

- Maria completed her disability awareness circle like this.

- Maria thought ….
- Her family thought…
- Her teacher thought….

- *Summary*: My family, my teacher, and I agree that I have a reading disability.
- *Now…do one your own!*

Student Input

Family Input

Reflect & Adjust

Manage Plan

Set Goals

Develop Plan

Reading is hard for me.

Maria struggles with reading.

Hearing things read aloud is easier for me.

Summary

My family, my teacher, and I

can do the work, but needs a little help.

agree that I have a reading disability.

Teacher Input

Maria qualifies for special education under the category of Learning Disabilities . Her reading is the main concern.

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Show Slide 25.

Maria's Input Circle

Teacher Note: Go through Maria's example.

Reflect & Adjust

Manage Plan

Set Goals

Develop Plan

Disability

- Some disabilities you may not be able to see, like learning disabilities or attention deficit disorder.
- Some disabilities are easier to see because of special supports like a wheelchair or guide dog.
- Schools provide supports for students with disabilities to help them learn.
- Your Individual Education Program identifies your disability-related needs, and is a plan to help you be successful.

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Show Slide 26.

Teacher: Some disabilities you may not be able to see, like learning disabilities or attention deficit disorder. Some are easier to see because of special supports like a wheelchair or guide dog. Schools provide supports for students with disabilities to help them learn. Your IEP identifies you as a student with a disability, and is a plan to help you be successful.

Reflect & Adjust

Manage Plan

Set Goals

Develop Plan

Comparing apples to apples…

- What's the same about the two apples?
- What's different about them?

- When you get down to the core, they're both just apples!

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Show Slide 27.

Teacher: Regardless of your learning difficulties, or disability, you are all students. You all have preferences, strengths, and needs. But you are students first! Consider these apples…
What's the same about these apples? What's different about the apples? When you

get right to
the core,
they're
both
apples.
When you
get right
down to it,
you are all

Student-Directed Transition Planning

Disability is Natural

But what's that got to do with apples?

- The red apple is more *like* the green apples than it is *different*.

- People with disabilities are more *like* people without disabilities than they are *different*.

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Disability is Natural

- Apples are natural.
- Having a disability is a natural part of the human experience
- *The sun shines equally on all the apples in the bowl!*
  - Snow, 2005

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just students. Teacher note: You can get more information at www.disabilityisnatural.com

Show Slide 28.

Teacher: Disability is natural. The red apple is more like the green apples than it is different. People with disabilities are more like people without disabilities than they are different. (Snow, 2005.)

Teacher: It is this mutual awareness of needs brought on by disability-related limits that will help students and families address accommodations or supports for employment, further education or living arrangements later on in life. We all need a little help from others at times. This use of the 'disability label' is what Kathie Snow terms a "passport for services".

Show Slide 29.

Teacher: Apples are natural. Disability is a natural part of the human condition. Teacher: You can go to www.disabilityisnatural.com for more information about this topic. (Snow, 2005)

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Does having a disability mean you
can't be
successful?

Your disability only limits you if you
let it! Let's meet some successful people!

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Show Slide 30.

Teacher: Does having a disability mean you can't be successful? Your disability only limits you if you let it. Let's meet some very successful people with disabilities.

Slides 31 through 40. Activity: Successful People.

Teacher Note: Show slides 31 through 40 in order as each person is discussed. Each slide can be read by the teacher, or by the students, consecutively. Teacher may choose to show some or all of the successful people, depending on time available.

Teacher Note: Slides 38 and 39 include examples of local people with disabilities achieving personally relevant visions. You are encouraged to insert information about individuals with disabilities from your own local community.

Teacher: Let's find out about some of these people.
These people with disabilities succeeded in life. Let's discuss some of the challenges they had because of a disability.

Teacher Note: Click on the video icon on Slide 40 to show video clip of Chris Burke.

Teacher Note: Two useful websites

to learn more about famous people with disabiliteis are:
http://postsecondaryoptions.org
http://www.ldonline.org/kidzone

Optional activity: View the video *Rudy* to see how someone with disabilities similar to your own managed to get through high school and go the college of his choice to play football.

Show Slide 41. Advocacy

Teacher: All of these people became successful with help from others. We rarely achieve things totally by ourselves. Family, friends, teachers, and others help us, advocate for us.

Definition: Advocacy is a term that means active or verbal support for a cause or a position. It assumes we all have limits, and it assumes we all need help at times because of our limits, which usually result from disability.

Teacher: What are some examples of advocates?

We need our parents to advocate for us when we are very young and need help.

We begin to advocate for ourselves as we get older…but still need help from our parents and others.

When you advocate for your own issues or needs, you are a "self-advocate".

Who advocates for you?

All of these people became successful with help from other people…friends, family, teachers, others. This process is called…

ADVOCACY

Advocacy means active verbal support for a cause or a position; speaking up or acting in favor of something.
–You advocate for yourself and for others.
–Others advocate fo

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Student-Directed Transition Planning

Advocacy

- Self-Advocacy happens when you lead your own IEP meeting, or when you ask for help, or accommodations, to make learning easier for you.

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Student-Directed Transition Planning

Advocacy

- Your parents and teachers advocate when they speak up for you and help you get what you need so you can learn better.

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Show Slide 42.

Teacher: Self-Advocacy happens when you lead your own IEP meeting, or when you ask for help or accommodations, to make learning easier for you.

Show Slide 43.

Teacher: Your parents and teachers advocate for you when they speak up for you and help you get something you need so that you can learn better in school.

Optional Activity: If not shown earlier in the lesson, one of the videos, *Rudy* or *October Sky*, would provide a good review of concepts discussed in this lesson. For example, the video *Rudy* shows nice examples of the concepts of self-determination and advocacy discussed above in terms of the lead character's family and community.

Timeline for Transition

AGE	ACTION NEEDED
11-14	• Participate actively and independently in your IEP (Individualized Education Program)
By 14	• Begin Transition Planning as part of IEP Process. (focus on student's course of study) • Learn about Exit Options to ensure that student will be able to reach his/her goals. (ex. Going to college, work, or military service)
No Later than 16	• Transition Planning (focus on interagency responsibility or any needed linkages) • Identify student job interests and abilities • Include activities such as career exploration, job sampling and some job training. • Begin to identify community services that provide job training and placement • Prepare job placement file with references and skills that have been acquired • Begin application to adult service agencies • Consider summer employment or • Participate in volunteer experiences
16-21	• Develop Student Summary of Performance

16-18*	• Contact Adult Services Programs:
	   -Colleges, Vocational or Technical Schools
	   -Social Security Administration
	   -Residential or Independent Living Services
	   -Recreation/Leisure Groups
	   -Medical Services
	   -Transportation

17	• Understand rights that transfer from parents to child at the age of majority
17-18*	• Begin to consider and research Guardianship • Continue to review and update Transition Plan • Take ACT or SAT tests • Visit colleges and their Disability Services offices • Register with Disability Service Office of preferred school by the end of Senior year

Show Slide 44.

Teacher: The Timeline for Transition shows the age in which certain actions need to be taken to properly prepare for life after high school. This tool can help you, and those who advocate for you, to know when certain activities should be accomplished.

Teacher note: Read through the slide with the class and spend as much time discussing it as you feel necessary and appropriate. Hand out copies for students to take home to their parents.
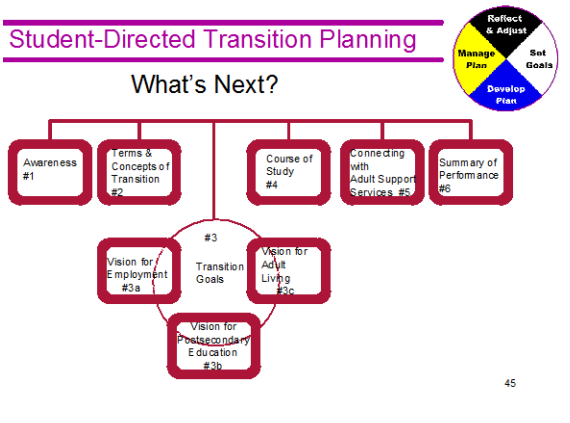
Show Slide 45.

What's Next?

Teacher: Discuss the next lesson you and your class will complete together.

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Annotated References

Barclay, J. & Cobb, J. (2001). *Full Life Ahead: A workbook and guide to adult life for students & families of students with disabilities*. South East Regional Resource Center, Auburn University Montgomery, Montgomery, AL.

This book was developed and written by parents for parents and students (with disabilities). It is a very practical resource with many activities that reinforce the student and parent connection when planning for life after high school graduation. It takes many of the discussions and activities we typically think about and do with typically developing children, and makes them very concrete and real life for students with disabilities and their parents and teachers. It is a comprehensive resource that poses questions (and solutions) on some difficult topics that generally hit families very hard after their student has graduated from high school. This is a great planning tool.

Fluegelman, A. & Tembeck, S. (1981). *More New Games,* New York: Mainstreet Books.
This book (and its earlier renditions) have many fun, physical, and cooperative games that can be used by groups to teach concepts dealing with conflict, cooperation, and other real-life scenarios. Initiated as a peaceful anti-Vietnam war protest, the games have stood the test of time and have been used across many different teaching and therapeutic settings. The games are often played by children, adolescents, adults, or any combination of people, often with hilarious, yet meaningful results. Particularly effective is game playing with students, together with their parents and teachers. Suggestions for processing the games and experiences are provided.

Leake, D. and Black, R. (2005). *Essential Tools: Improving secondary education and transition for youth with disabilities; Cultural and Linguistic Diversity: Implications for Transition Personnel*. National Center on Secondary Education and Transition, Institute on Community Integration, University of Minnesota, Minneapolis.

This document gives theoretical and practical tips for helping youth with disabilities and their families who are from culturally and linguistically diverse backgrounds, to manage the transition from high school to adult life. It describes collectivist and individualistic frames within which to think about self-determination and the IEP planning process. The document's value lies in its reminders that we need to understand our own perspectives on cultural and linguistic diversity before we can assist families.

Morita, Y. (1998). *Take a walk in my shoes: Guidebook for youth on diversity awareness activities*. Oakland: University of California, Office of Affirmative Action, Division of Agriculture & Natural Resources.

Students, parents, and teachers will find this book to be an excellent resource for enhancing awareness of human diversity for students, parents, and teachers. While the book is targeted toward California, its many activities are useful where ever there are

diverse children and adults. Diversity in terms of disability and culture is emphasized.

National Alliance for Secondary Education and Transition. (2005). *National standards and quality indicators: Transition toolkit for systems improvement.* Minneapolis: University of Minnesota, National Center on Secondary Education and Transition.

Targeted toward state and local administrators and practioners, this document presents standards and indicators useful for enhancing the quality of transition activities for youth going from secondary to adult life. The standards and indicators are meant to be a catalyst for constructive change in transition policies and practices. Transition coordinators, special education teachers at the high school level, special education directors involved in high school transition planning will find this document useful.

National Collaborative on Workforce and disability for Youth, (2005). *The 411 on Disability Disclosure Workbook.* Washington, D.C.: Institute for Educational Leadership.

This workbook is essential for youth with disabilities, their parents, and teachers as they learn together about the pros and cons of disclosing information about a disability either to a postsecondary school, or on a job. It discusses the role that self-determination plays in disclosure. Many activities are available for students, families, and teachers to become familiar with disclosure. The workbook authors indicate that this document alone can be the basis for a separate teaching unit on disclosure alone.

Snow, K. (2005). *Disability is natural: Revolutionary common sense for raising successful children with disabilities.* Woodland Park, CO: BraveHeart Press.

This book is a useful tool for parents, educators, and high school youth or adults with disabilities who want a different perspective on 'disability'. Written from a parent's perspective, Kathie Snow allows the reader permission to ask different questions, and not accept the status quo of disability services.

Wells, G. & Wittle, A. (2002). *You can do it: Students with disabilities preparing for college.* Nevada P.E.P. (Parents Encouraging Parents), MGM Mirage Voice Foundation, Nevada Department of Education, Special Education and Diversity Programs.

Targeted toward students with disabilities, this manual combines strategies and lessons learned from students, teachers, and parents in Nevada, with help from the Learning Disabilities Association of Hawaii. Activities are very specific for students pursing postsecondary education after high school graduation. The manual walks the student through the admission process, know the high school diploma option they need, discussion of disability disclosure, financial assistance, and much more. Activities can be used separately, or together as presented in the manual.

Supplemental Materials

Following are optional materials that can enhance the lesson content. The videos provide excellent examples of real life situations for young people with learning disabilities dealing with the challenges of transition into adulthood to pursue their postsecondary visions. The websites provide additional activities and opportunities for students to interact with information regarding disability and transition.

Videos

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www.disabilityisnatural.com
http://www.hhs.gov/ocr/hipaa/

www.ed.gov/policy/gen/guid/fpeo/ferpa/index.html

Appendix D

Fidelity of Instruction Checklists

Fidelity of Instruction
Lesson 1   **Date:** _____

Number of sessions to complete lesson_____Total time: _____

Slide or Activity	Taught		Slide or Activity	Taught	
	YES	NO		YES	NO
Curriculum Title Page			45		
Lesson Title Slide 1					
2					
3					
4					
5					
6					
7					
8					
Self-Awareness Survey					
Discuss Survey					
What's Important to me?					
Homework assigned					
12					
13					
14					
15					
16					
17					
Activity 1					
Discuss activity					
Optional activity					
Defining Disability					
Homework discussion					
24					
25					
26					
27					
28					
29					
30					
31-40					
41					
42					
43					
44					

Fidelity of Instruction
Lesson 2

Date: _____

Number of sessions to complete lesson_____Total time: _____

Slide or Activity	Taught		Slide or Activity	Taught	
	YES	NO		YES	NO
Curriculum Title Page			36		
Lesson Title Slide			37		
2			38		
3			Find and discuss transition IEP terms		
4			Terms Review		
5			41		
6			42		
7			43		
8			Interview Homework		
9			Discuss Homework		
10			46		
11			47		
12			48		
13			49		
14			50		
15			51		
16			52		
17			53		
18			54		
19			55		
Life's Pathway			Who's who activity		
Discuss Life's Pathway			Review activity		
22			58		
23			59		
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					

Fidelity of Instruction

Lesson 3   **Date:**_____

Number of sessions to complete lesson_____Total time: _____

Slide or Activity	Component Taught		Slide or Activity	Component Taught	
	YES	NO		YES	NO
Curriculum Title Page			37		
Lesson Title Slide			38		
2			39		
3			40		
4			41		
5			Input Circle Homework		
6			43		
7			44		
8			45		
What did you want to be?			46		
Homework Assigned			47		
Homework discussed			48		
12			Share employment vision		
13			Homework		
14			51		
15			52		
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					

Fidelity of Instruction
Lesson 4

Date: _____

Number of sessions to complete lesson_____ Total time: _____

Slide or Activity	Component Taught		Slide or Activity	Component Taught		Slide or Activity	Component Taught	
	YES	NO		YES	NO		YES	NO
Curriculum Title Page			34			69		
Lesson Title Slide			35			70		
2			36			71		
3			37			72		
4			38			73		
5			39			74		
6			40					
7			41					
8			42					
9			43					
10			44					
11			45					
12			CSI #2					
13			Activity #4					
14			49					
15			50					
16			51					
17			Take Home					
18			53					
Students look at IEP			54					
20			55					
Assign Homework			56					
22			57					
23			58					
24			59					
25			60					
26			61					
27			62					
28			63					
29			64					
30			65					
31			66					
32			67					
33			Homework					

Fidelity of Instruction
Lesson 5   **Date:** _____

Number of sessions to complete lesson_____Total time: _____

Slide or Activity	Component Taught		Slide or Activity	Component Taught	
	YES	NO		YES	NO
Curriculum Title Page			38		
Lesson Title Slide 1			39		
2			40		
3			41		
4			42		
5			43		
6			44		
7			45		
8			46		
9			47		
10			48		
Where will I live?			49		
Discuss			50		
13			51 & 52		
14			53		
15			54		
16			55		
17			56		
18			57		
19			58		
20			59		
21			60		
22			61		
23			Input Circles		
24			Share Adult Living Vision		
25			Homework		
26			67		
27			68		
Can I take care of myself?					
Homework Discussion					
30					
Activity					
33					
34					
35					
36					
37					

Fidelity of Instruction
Lesson 6   **Date:** _____

Number of sessions to complete lesson_____Total time: _____

Slide or Activity	Component Taught		Slide or Activity	Component Taught	
	YES	NO		YES	NO
Curriculum Title Page					
Lesson Title Slide 1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
Documents					
20					
21					
22					
23					
Class Assignment					
Homework Discussion					
What's Next?					

Fidelity of Instruction
Lesson 7

Date: _____

Number of sessions to complete lesson_____Total time: _____

Slide or Activity	Component Taught		Slide or Activity	Component Taught	
	YES	NO		YES	NO
Curriculum Title Page					
Lesson Title Slide 1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
Homework					
What's Next?					

Fidelity of Instruction
Lesson 8

Number of sessions to complete lesson_____Total time: _____

Slide or Activity	Component Taught		Slide or Activity	Component Taught	
	YES	NO		YES	NO
Curriculum Title Page					
Lesson Title Slide 1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
Homework					
25					
26					

APPENDIX E

ARC Self-Determination Scale

The Arc's Self-Determination Scale

Adolescent Version

The Arc's Self-Determination Scale (Adolescent Version) is a student self-report measure of self-determination designed for use by adolescents with cognitive disabilities. The scale has two primary purposes:

- To provide students with cognitive disabilities and educators a tool that assists them in identifying student strengths and limitations in the area of self-determination; and
- To provide a research tool to examine the relationship between self-determination and factors that promote/inhibit this important outcome.

The scale has 72 items and is divided into four sections. Each section examines a different essential characteristic of self-determination: Autonomy, Self-Regulation, Psychological Empowerment and Self-Realization. Each section has unique directions that should be read before completing the relevant items. Scoring the scale (see Procedural Guidelines for scoring directions) results in a total self-determination score and subdomain scores in each of the four essential characteristics of self-determination. A comprehensive discussion and exploration of self-determination as an educational outcome is provided in The Arc's Self-Determination Scale Procedural Guidelines, as well as detailed scoring procedures and a discussion about the use of self-report measures in general. The scale **should not be** used until the administrator is thoroughly familiar with these issues.

By Michael Wehmeyer, Ph.D.,   Principal Investigator
Kathy Kelchner, M.Ed.,   Project Director
Self-Determination Assessment Project

Student's name _____

Date _____

School _____

Teacher's name _____

T h e
Arc

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Section One
Autonomy

Directions:
Check the answer on each question that BEST tells how you act in that situation. There are no right or wrong answers. Check only one answer for each question. (If your disability limits you from actually performing the activity, but you have control over the activity (such as a personal care attendant), answer like you performed the activity.)

1A. Independence: Routine personal care and family oriented functions   **1A. Subtotal** _____

	I do not even if I have the chance	I do sometimes when I have the chance	I do most of the time I have the chance	I do every time I have the chance
1. I make my own meals or snacks.	☐	☐	☐	☐
2. I care for my own clothes.	☐	☐	☐	☐
3. I do chores in my home.	☐	☐	☐	☐
4. I keep my own personal items together.	☐	☐	☐	☐
5. I do simple first aid or medical care for myself.	☐	☐	☐	☐
6. I keep good personal care and grooming.	☐	☐	☐	☐

1B. Independence: Interaction with the environment   **1B. Subtotal** _____

	I do not even if I have the chance	I do sometimes when I have the chance	I do most of the time I have the chance	I do every time I have the chance
7. I make friends with other kids my age.	☐	☐	☐	☐
8. I use the post office.	☐	☐	☐	☐
9. I keep my appointments and meetings.	☐	☐	☐	☐
10. I deal with salespeople at stores and restaurants.	☐	☐	☐	☐

1C. Acting on the basis of preferences, beliefs, interests and abilities: Recreational and leisure time   **1C. Subtotal** _____

	I do not even if I have the chance	I do sometimes when I have the chance	I do most of the time I have the chance	I do every time I have the chance
11. I do free time activities based on my interests.	☐	☐	☐	☐
12. I plan weekend activities that I like to do.	☐	☐	☐	☐
13. I am involved in school-related activities.	☐	☐	☐	☐
14. My friends and I choose activities that we want to do.	☐	☐	☐	☐
15. I write letters, notes or talk on the phone to friends and family.	☐	☐	☐	☐
16. I listen to music that I like.	☐	☐	☐	☐

1D. Acting on the basis of preferences, beliefs, interests and abilities:
Community involvement and interaction

1D. Subtotal _____

17. I volunteer in things that I am interested in.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
18. I go to restaurants that I like.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
19. I go to movies, concerts, and dances.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
20. I go shopping or spend time at shopping centers or malls.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
21. I take part in youth groups (like 4-H, scouting, church groups)	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance

1E. Acting on the basis of preferences, beliefs, interests and abilities: Post-school directions

1E. Subtotal _____

22. I do school and free time activities based on my career interests.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
23. I work on school work that will improve my career chances.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
24. I make long-range career plans.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
25. I work or have worked to earn money.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
26. I am in or have been in career or job classes or training.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
27. I have looked into job interests by visiting work sites or talking to people in that job.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance

1F. Acting on the basis of preferences, beliefs, interests and abilities: Personal expression

1F. Subtotal _____

28. I choose my clothes and the personal items I use every day.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
29. I choose my own hair style.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
30. I choose gifts to give to family and friends.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
31. I decorate my own room.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance
32. I choose how to spend my personal money.	☐ I do not even if I have the chance	☐ I do sometimes when I have the chance	☐ I do most of the time I have the chance	☐ I do every time I have the chance

Please check Section One, A thru F, to make sure there is only one answer for each question.

Section Two
Self-Regulation

2A. Interpersonal cognitive problem-solving

33. **Beginning:** You are sitting in a planning meeting with your parents and teachers. You want to take a class where you can learn to work as a cashier in a store. Your parents want you to take the Family and Child Care class. You can only take one of the classes.

    Middle: _____

    _____

    _____

    _____

    _____

    Ending: The story ends with you taking a vocational class where you will learn to be a cashier.

    Story Score _____

34. **Beginning:** You hear a friend talking about a new job opening at the local book store. You love books and want a job. You decide you would like to work at the bookstore.

    Middle: _____

    _____

    _____

    _____

    _____

    Ending: The story ends with you working at the bookstore.

    Story Score _____

35. **Beginning:** Your friends are acting like they are mad at you. You are upset about this.

    Middle: _____

    _____

    _____

    _____

    _____

    Ending: The story ends with you and your friends getting along just fine.

    Story Score _____

36. **Beginning:** You go to your English class one morning and discover your English book is not in your backpack. You are upset because you need that book to do your homework.

    Middle: _____

    _____

    _____

    _____

    _____

    Ending: The story ends with you using your English book for homework.

    Story Score _____

211

37. **Beginning:** You are in a club at school. The club advisor announces that the club members will need to elect new officers at the next meeting. You want to be the president of the club.

Middle: _____

_____

_____

_____

_____

_____

_____

Ending: The story ends with you being elected as the club president.

Story Score _____

38. **Beginning:** You are at a new school and you don't know anyone. You want to have friends.

Middle: _____

_____

_____

_____

_____

_____

_____

Ending: The story ends with you having many friends at the new school.

Story Score _____

2A Subtotal _____

2B: Goal setting and task performance

Directions:

The next three questions ask about your plans for the future. Again, there are no right or wrong answers. For each question, tell if you have made plans for that outcome and, if so, what those plans are and how to meet them.

39. Where do you want to live after you graduate?

☐ I have not planned for that yet.

☐ I want to live_____

List four things you should do to meet this goal:

1) _____
2) _____
3) _____
4) _____

40. Where do you want to work after you graduate?

☐ I have not planned for that yet.

☐ I want to work_____

List four things you should do to meet this goal:

1) _____
2) _____
3) _____
4) _____

41. What type of transportation do you plan to use after graduation?

☐ I have not planned for that yet.

☐ I plan to use_____

List four things you should do to meet this goal:

1) _____
2) _____
3) _____
4) _____

2B Subtotal _____

Section Three
Psychological Empowerment

42. ☐ I usually do what my friends want... or

    ☐ I tell my friends if they are doing something I don't want to do.

43. ☐ I tell others when I have new or different ideas or opinions... or

    ☐ I usually agree with other peoples' opinions or ideas.

44. ☐ I usually agree with people when they tell me I can't do something... or

    ☐ I tell people when I think I can do something that they tell me I can't.

45. ☐ I tell people when they have hurt my feelings... or

    ☐ I am afraid to tell people when they have hurt my feelings.

46. ☐ I can make my own decisions... or

    ☐ Other people make decisions for me.

47. ☐ Trying hard at school doesn't do me much good... or

    ☐ Trying hard at school will help me get a good job.

48. ☐ I can get what I want by working hard... or

    ☐ I need good luck to get what I want.

49. ☐ It is no use to keep trying because that won't change things... or

    ☐ I keep trying even after I get something wrong.

50. ☐ I have the ability to do the job I want... or

    ☐ I cannot do what it takes to do the job I want.

51. ☐ I don't know how to make friends... or

    ☐ I know how to make friends.

52. ☐ I am able to work with others... or

    ☐ I cannot work well with others.

53. ☐ I do not make good choices... or

    ☐ I can make good choices.

54. ☐ If I have the ability, I will be able to get the job I want... or

    ☐ I probably will not get the job I want even if I have the ability.

55. ☐ I will have a hard time making new friends... or

    ☐ I will be able to make friends in new situations.

56. ☐ I will be able to work with others if I need to... or

    ☐ I will not be able to work with others if I need to.

57. ☐ My choices will not be honored... or

    ☐ I will be able to make choices that are important to me.

Section 3 Subtotal _____

213

Section Four
Self-Realization

Directions:
Tell whether you think each of these statements describes how you feel about yourself or not. There are no right or wrong answers. Choose only the answer that BEST fits you.

	Agree	Don't agree		Agree	Don't agree
58. I do not feel ashamed of any of my emotions.	☐	☐	66. I don't accept my own limitations.	☐	☐
59. I feel free to be angry at people I care for.	☐	☐	67. I feel I cannot do many things.	☐	☐
60. I can show my feelings even when people might see me.	☐	☐	68. I like myself.	☐	☐
61. I can like people even if I don't agree with them.	☐	☐	69. I am not an important person.	☐	☐
62. I am afraid of doing things wrong.	☐	☐	70. I know how to make up for my limitations.	☐	☐
63. It is better to be yourself than to be popular.	☐	☐	71. Other people like me.	☐	☐
64. I am loved because I give love.	☐	☐	72. I am confident in my abilities.	☐	☐
65. I know what I do best.	☐	☐			

Section 4 Subtotal _____

214

Scoring Step 1:

Record the raw scores from each section:

Autonomy

1A = ☐
1B = ☐
1C = ☐
1D = ☐
1E = ☐
1F = ☐

Domain Total: ☐

Self-Regulation

2A = ☐
2B = ☐

Domain Total: ☐

Psychological Empowerment

3 = ☐

Domain Total: ☐

Self-Realization

4 = ☐

Domain Total: ☐

Scoring Step 2:
Sum each Domain Total for a Total Score:

Self-Determination Total = ☐

Scoring Step 3:

Using the conversion tables in Appendix A, convert raw scores into percentile scores for comparison with the sample norms (Norm Sample) and the percentage of positive responses (Positive Scores):

	Norm Sample	Positive Scores

Autonomy

1A =
1B =
1C =
1D =
1E =
1F =
Domain Total:

Self-Regulation

2A =
2B =
Domain Total:

Psychological Empowerment

3 =
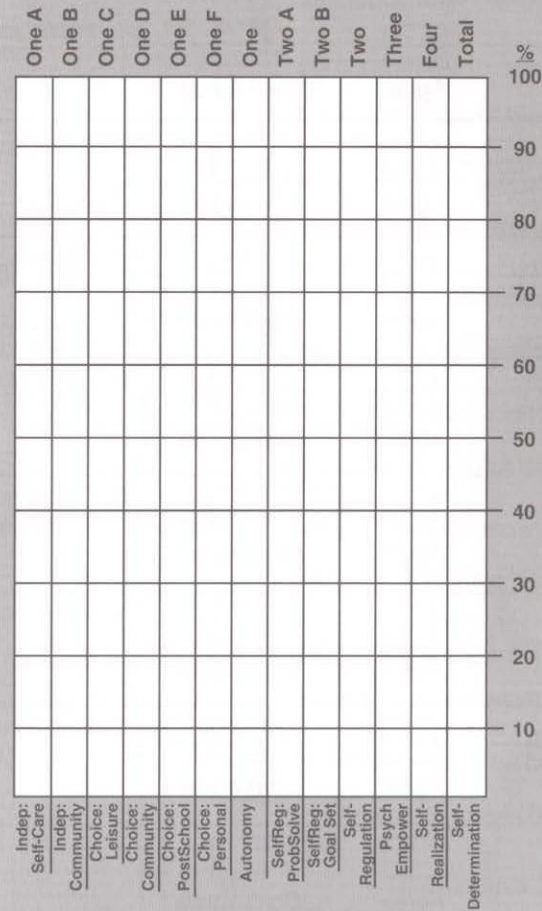Domain Total:

Self-Realization

4 =
Domain Total:

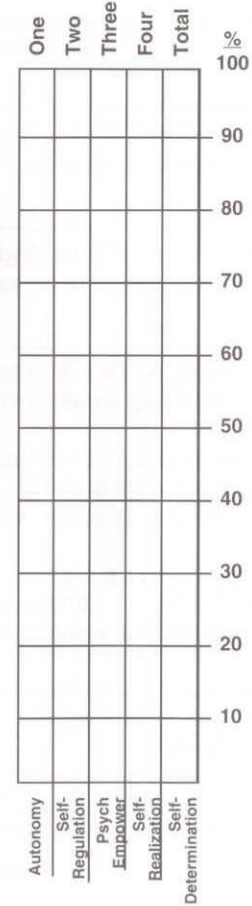**Self-Determination Total Score =**

Scoring Step 4:

Fill in the graph for the percentile scores from the norming sample. From the appropriate percentile down, darken the complete bar graph (See example in Scoring Manual):

Columns: One A, One B, One C, One D, One E, One F, One, Two A, Two B, Two, Three, Four, Total

Y-axis %: 100, 90, 80, 70, 60, 50, 40, 30, 20, 10

Labels: Indep: Self-Care, Indep: Community, Choice: Leisure, Choice: Community, Choice: PostSchool, Choice: Personal, Autonomy, SelfReg: ProbSolve, SelfReg: Goal Set, Self-Regulation, Psych Empower, Self-Realization, Self-Determination

Scoring Step 5:

Fill in the graph for the percentile scores indicating the percent positive responses.

Columns: One, Two, Three, Four, Total

Y-axis %: 100, 90, 80, 70, 60, 50, 40, 30, 20, 10

Labels: Autonomy, Self-Regulation, Psych Empower, Self-Realization, Self-Determination

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APPENDIX F

Interview Guide

Interview Guide

1. Tell me about something you are good at?

2. Do you need special supports for your disability?

    Who helps you?
    How did you find out about them?

3. Could you tell me about a time when you faced a hard situation?

    What happened? Who was involved?
    How did you handle the situation?
    What happened in the end?

4. What kinds of things do you like to do in your free time?
    Who with?
    How often?
    Who picks the activity?
    Do you go along with what the rest of the group wants to do?
    What if you have something else that you would like to do?

5. Do you have plans after high school?
    What are they?
     How are you going to make your plans happen?

6. How did the lessons that we went over in class affect your decision making skills?

7. What if you're in a restaurant and you order a cheeseburger with ketchup only and they bring you one with everything on it?

8. Say when next year rolls around and you look at your class schedule and it has different classes than what you talked about in your meeting?
What would you do?
Who would you talk to?

What do you think about the lessons that we went over in class?

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