

What is Self-Determination and Why Does It Matter?

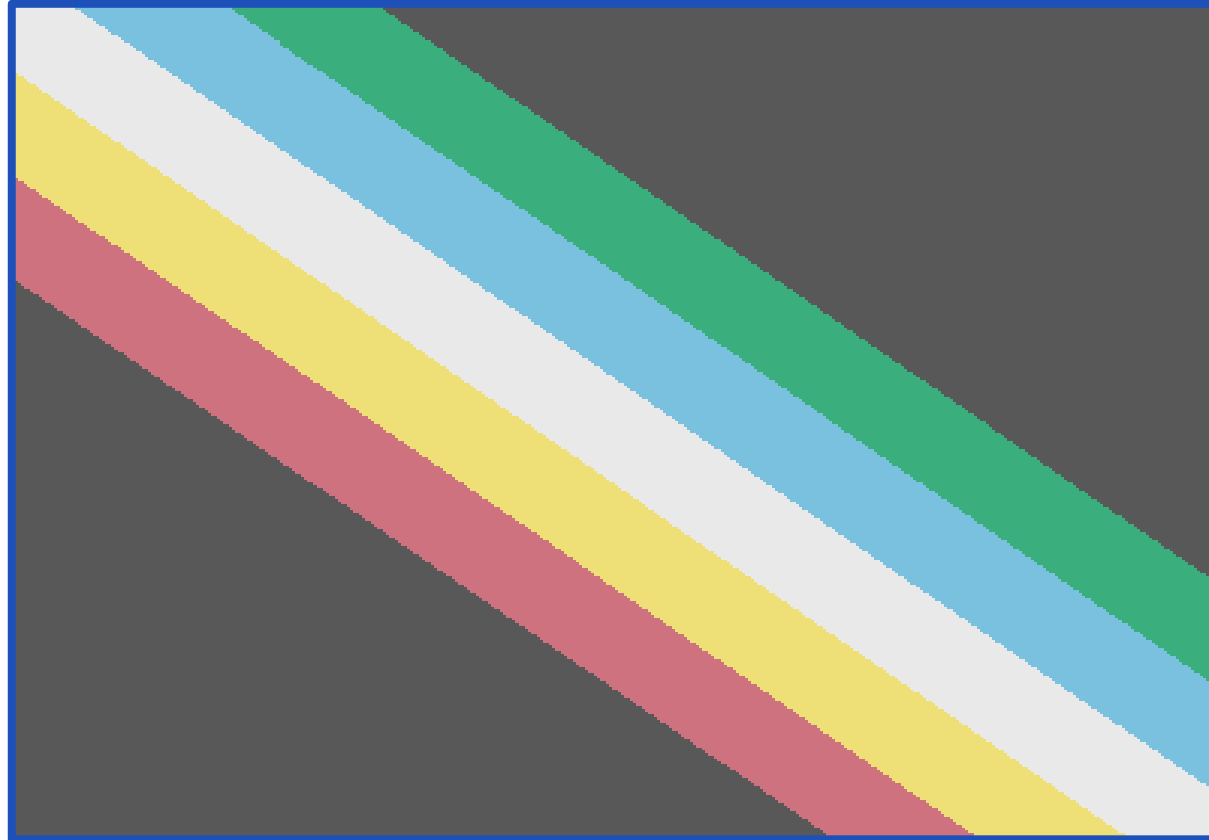
Ricky Broussard & Karrie Shogren



IMAGINE
ENTERPRISES



“Nothing About Us Without Us”



Ricky Broussard



- **Background:**
 - Longstanding advocacy in Texas and beyond
 - Ricky Broussard Act
 - Texas APSE President's Award
- **Imagine Enterprises**
 - Peer Support Specialist
 - Delivers pre-ETS to students with disabilities
 - Facilitates self-determination interventions and person-centered planning



Karrie Shogren



- **Background:**
 - Longstanding focus on advancing strengths-based, inclusive research and practice
 - Research on self-determination, transition, and supported decision making
- **At KUCDD:**
 - Director, Kansas University Center on Developmental Disabilities
 - Ross and Marianna Beach Distinguished Professor of Special Education



What is Self-Determination?



“Being self-determined means acting or causing things to happen as you set and work toward goals in your life.”

(Shogren & Raley, 2022)

What is Self-Determination?

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

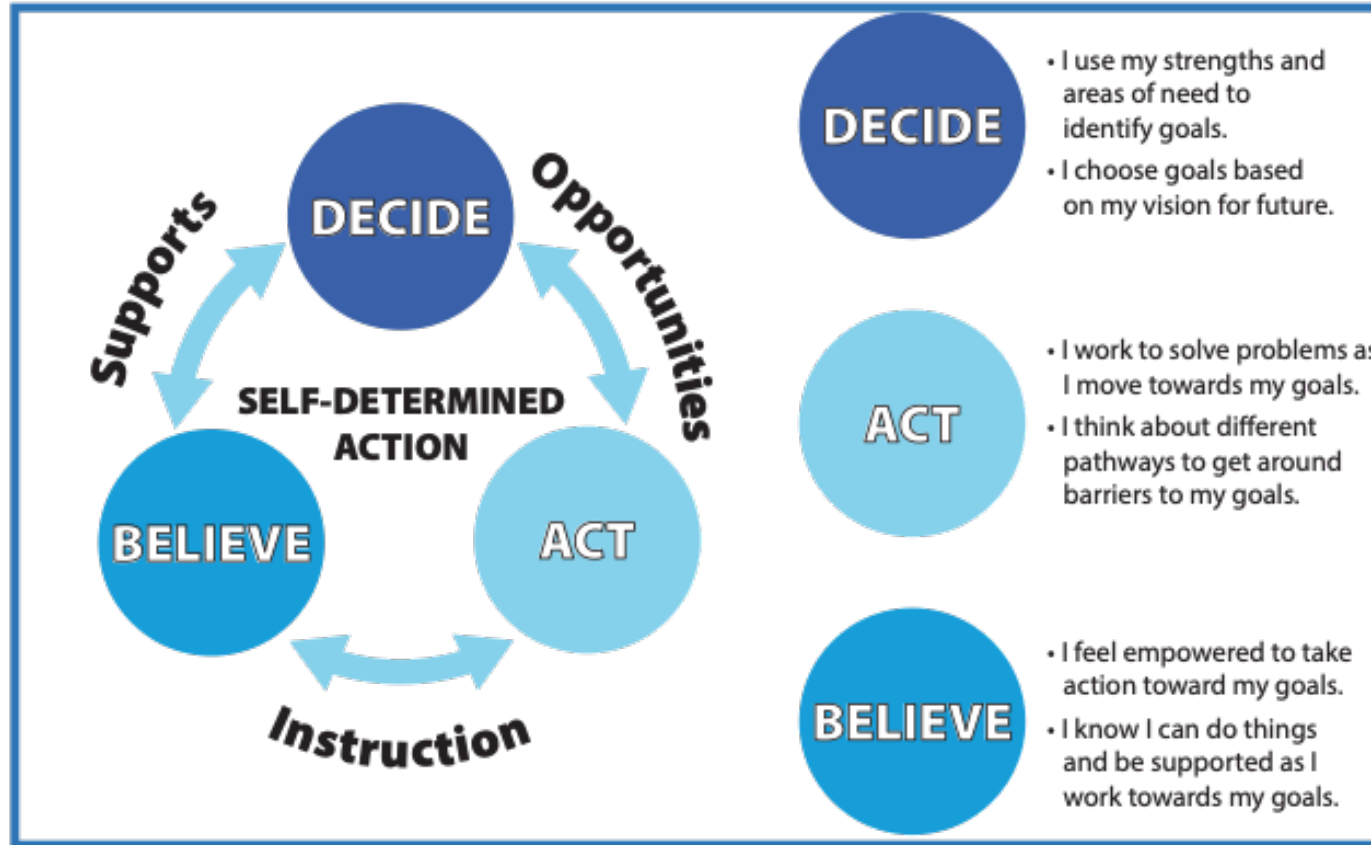


You have to go do something or you won't be anything at all.



(Shogren & Broussard, 2011)

Self-Determination Action Framework





SUPPORT

CONFIRMATION

AUTHORITY

RESPONSIBILITY

FREEDOM

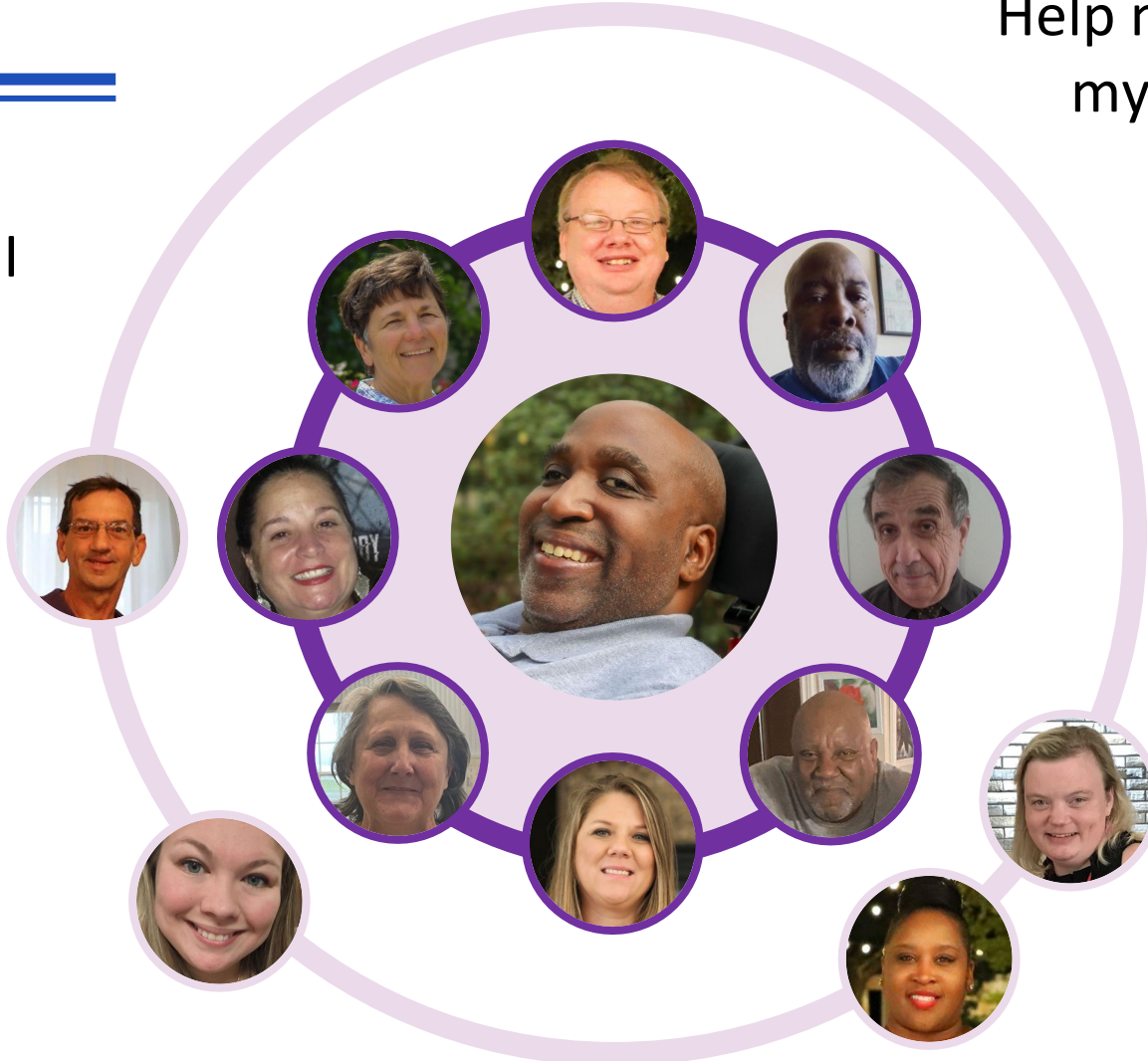
Circles of Support

Help me reach my goals

People that I trust

Know me really well

Time to build relationships



Treat me with respect



Real Work and A Career Pathway

- Peer Mentor at Imagine
- Engage with students before they leave school
- Advise local and state Self-Advocates
- Not stacking nuts on a pole!
 - I used to work at a sheltered workshop:
 - Pay was by the piece
- Now, I **choose** my job and earn a living wage!



CONFIRMATION

Money

- Earn money to pay my rent, buy food and clothes
- Control my Social Security check
- Make life decisions
- Save using an ABLE account



AUTHORITY

Van

- Own my van
- My staff drives me
- Control over my schedule
 - Work
 - Meetings
 - Visits
 - Things I want to do



FREEDOM

Ricky

I LISTEN to my circle of support for the OPTIONS.

I, Ricky, make the final decision.

All I ask everyone to do is to just give me a chance.



What is Self-Determination?



“Being self-determined means acting or causing things to happen as you set and work toward goals in your life.”

(Shogren & Raley, 2022)

Research on Why Self-Determination Matters



School
Outcomes

Adult
Outcomes

- Progress in general education curriculum
- Academic and transition goal attainment
- Postsecondary education
- Competitive, integrated employment
- Community participation
- Quality of life

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



WORD OF THE DAY

GOAL



What is a goal?

THEME OF THE DAY

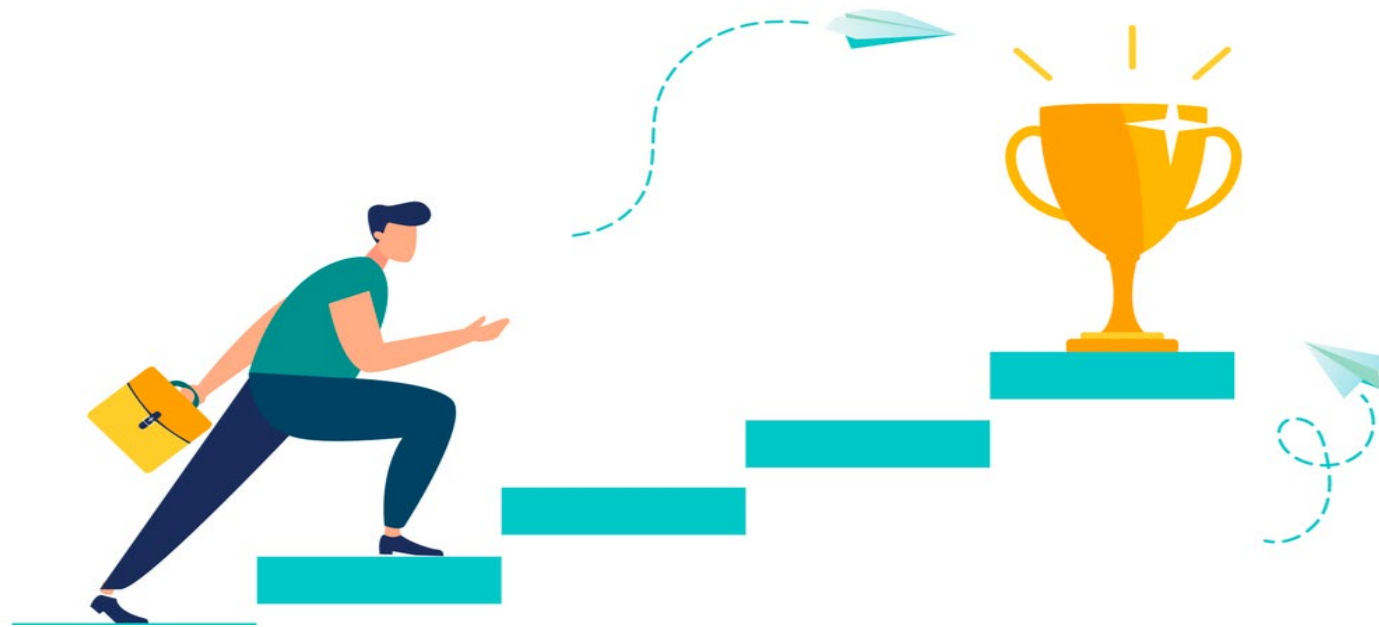
BE ON TIME



Get to **SCHOOL** on time.

Get to **WORK** on time.

Reach your **GOAL**.



JOKE OF THE DAY

**How can you tell when
your clock is hungry?**



It goes back four seconds.

Self-Determination Inventory (SDI) System

- Asks questions about perceived self-determination
- 21 items
- Available online with accessibility features
- An overall SDI score provided as well as scores for components of self-determination
- SDI Report Guide: information to interpret the summary report received at the of the SDI

The screenshot shows the 'Student Survey' interface on the SELF-DETERMINATION.ORG website. It features a progress bar at the top indicating the amount of the survey completed. Below this, there are four survey items, each with a 'Disagree' label on the left and an 'Agree' label on the right, accompanied by a checkmark. The items are: 'I have what it takes to reach my goals.', 'I think of more than one way to solve a problem.', 'I consider many possibilities when I make plans for my future.', and 'I know what I do best.'. A tooltip for the word 'possibilities' is visible, defining it as a noun meaning 'a. Something that might happen'.

SDI:SR
STUDENT REPORT

SDI:PTR
PARENT/TEACHER REPORT

SDI:AR
ADULT REPORT

Student Survey

Amount of the survey you've completed:



I have what it takes to reach my goals.

Disagree

Agree



I think of more than one way to solve a problem.

Disagree

Agree



I consider many possibilities when I make plans for my future.

Define "possibilities"

Possibilities — noun

a. Something that might happen

Disagree

Agree



I know what I do best.

Disagree

Agree



I plan weekend activities I like to do.

Disagree

Agree



I keep trying even after I get something wrong.

Disagree

Agree



I set my own goals.

Disagree

Agree



← Back

Next →

In-text definitions for challenging words

Play button for audio

Progress bar showing completion status

Checkmark indicating when items have been answered

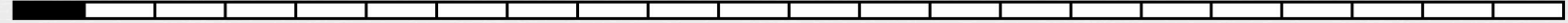
Gradient when unanswered and then changes color when answered

SDI AMERICAN SIGN LANGUAGE



Student Survey

Amount of the survey you've completed:



I have what it takes to reach my goals.

Disagree

Agree



Video of item in
American Sign Language

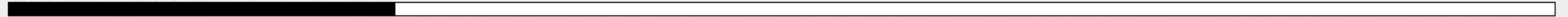


SDI Spanish



Student Survey

Cantidad de preguntas respondidas hasta el momento:



Tengo lo que necesito para lograr mis objetivos.

Desacuerdo



Acuerdo



Cuando tengo un problema, pienso en distintas formas de resolverlo.

Desacuerdo



Acuerdo



Cuando hago planes, pienso en diferentes opciones. [Define "opciones"](#)

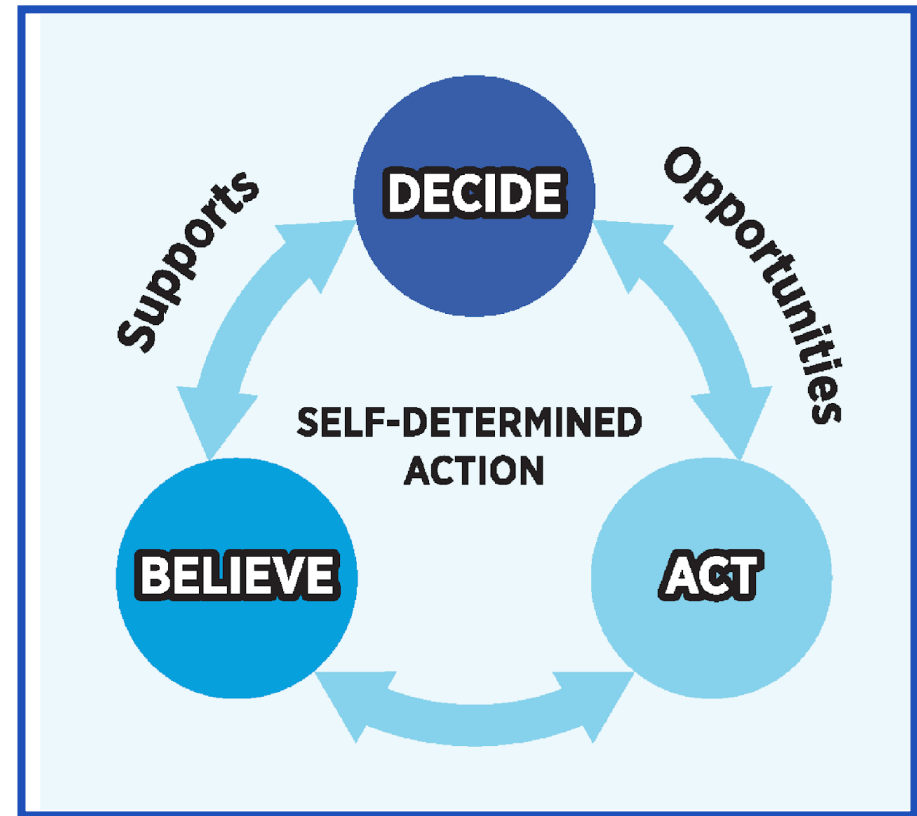
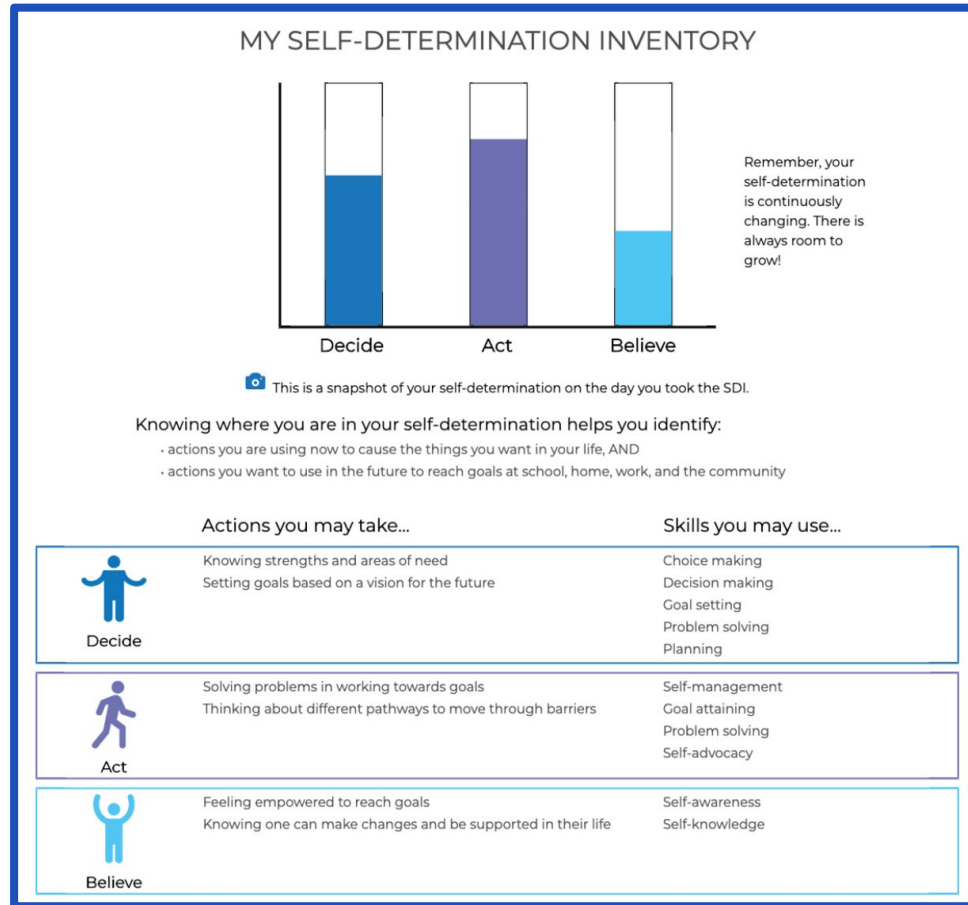
Desacuerdo



Acuerdo



Self-Determination Inventory (SDI) Report



SDI Student and Family/Teacher Report Guide

SELF-DETERMINATION.ORG

Self-Determination Inventory: Student Report Guide

KU KANSAS UNIVERSITY CENTER ON DEVELOPMENTAL DISABILITIES
Life Span Institute

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SDI:SR STUDENT REPORT

Self-Determined Actions

DECIDE

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

ACT

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

BELIEVE

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

SDI:SR STUDENT REPORT

DECIDE (Volitional Action)

Here is an example of what DECIDING may look like:

Imagine you attend a Club Fair at your high school to learn about the clubs you could join. After taking a look at the many different options, you choose to find out more about Art Club and Robot Club, including what kind of activities are offered and when each club meets. You like listening to drawing and building robots. After considering the pros and cons of joining each club, you decide the activities offered through Robot Club might help you decide what you want to do after high school. On Club Day the following week, you make plans for someone to pick you up later from school so you can attend the first meeting of the Robot Club!

How is this DECIDING?

- In this example, you were interested in joining a club, but you needed more information before you could DECIDE which club was the one best fit for you!
- Identifying **what you know** and **what must change for you to learn what you don't know** are important activities to complete in the process of setting a goal.

What Can I Do?

- ✓ **DECIDE** on what your goal(s) based on your preferences, interests, strengths, and needs!
- ✓ **DECIDE** what must change for you to learn what you don't know.
 - Do you need to change something about yourself or change something about the environment around you?
- ✓ **DECIDE** which of your needs is most important to work on first!

SDI:SR STUDENT REPORT

ACT (Agentic Action)

Here is an example of what ACTING may look like:

Imagine you have always wanted to see the sunset. You decide to take a walk to the perfect location to watch. On the way there, you encounter a huge tree branch across your path. You think about what you can do to keep going on the best path to get to the perfect spot to see your first sunset. Although you could have given up and turned around, you know if you did this you could not achieve your goal of seeing a sunset. You think about what you can do to get around this barrier and decide you will simply have to go around the barrier on the path!

How is this ACTING?

- In this example, you identified the tree branch as a barrier and decided you needed to ACT by going around it, so you could reach your goal of seeing the sun set.
- Identifying **what could keep you from taking action** and **what you can do to remove any barriers** are important activities to complete in the process of developing and implementing an action plan to reach your goal.

SDI:SR STUDENT REPORT

Family/Teacher Report

Others, Family Members) Support Me...

At Work?	At Home?	In the Community?
<ul style="list-style-type: none"> Work with you to help you to be up with a plan to monitor when things get completed. Ask you about how you can support you to use strategies like self-scheduling when completing tasks. 	<ul style="list-style-type: none"> Use, as a family, visual reminders of chores and the plan for getting them done. Collaborate to create family goals such as planning a vacation. 	<ul style="list-style-type: none"> With support, identify and practice how you will share things about yourself like your preferences, interests, strengths, and needs. Make a plan for learning to use public transportation.

ACTIVE (Action-Control Beliefs)

How does what BELIEVING may look like:

You are so excited! As you listen to one of your instructors talk about in their class, you imagine the feeling of accomplishment you will have when you realize there are some areas, like writing a complete paper, you need some support. You ask your instructor where you might get help to a wonderful tutor. On graduation day, you think back on all you have done and you are one step closer to reaching your goal.

What We Know from the Research

- People with disabilities experience disparities in their self-determination outcomes
- Sometimes teachers, disability support professionals, and families have different expectations for self-determination than people with disabilities do for themselves
- People with disabilities often are not empowered to support other people with disabilities to grow in self-determination
- We need to explore ways to support everyone to understand self-determination and ways to support it across the life course



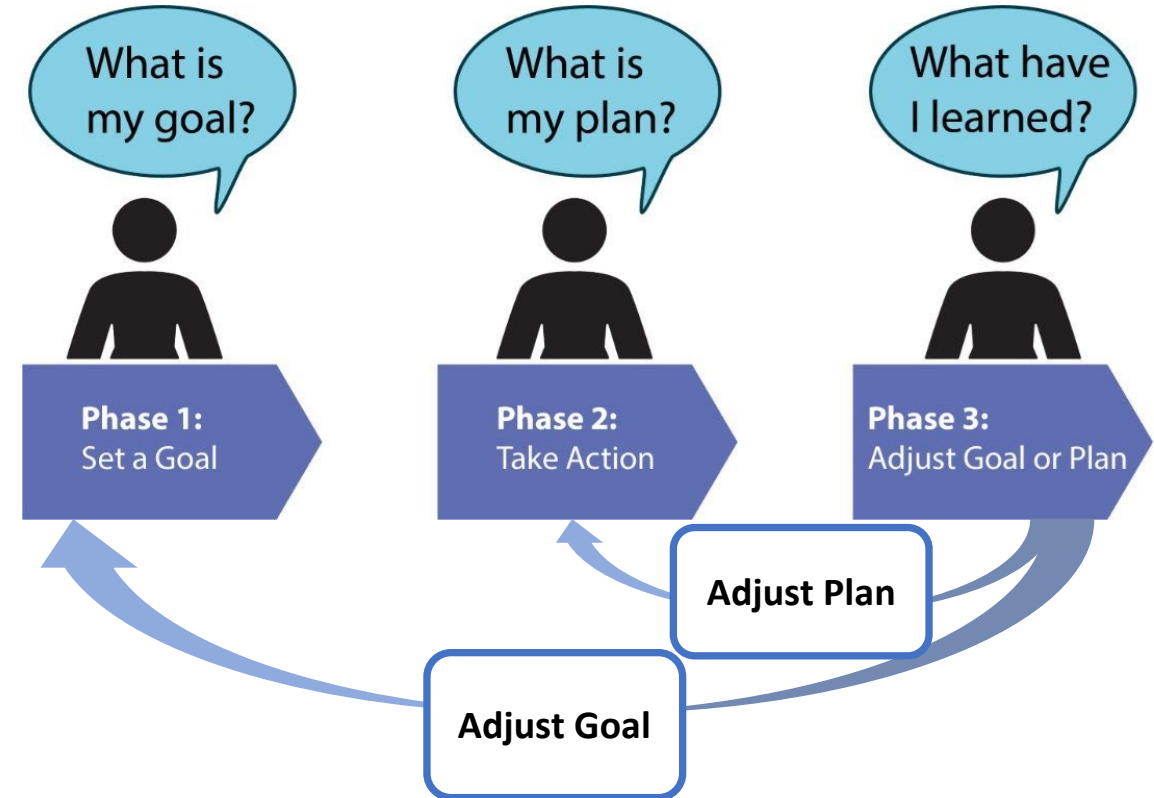
Supporting Self-Determination: Challenging Systems to Talk with People with Disabilities about Goals and Dreams



The Self-Determined Learning Model of Instruction (SDLMI)

Instructional model that **enables facilitators to teach students to:**

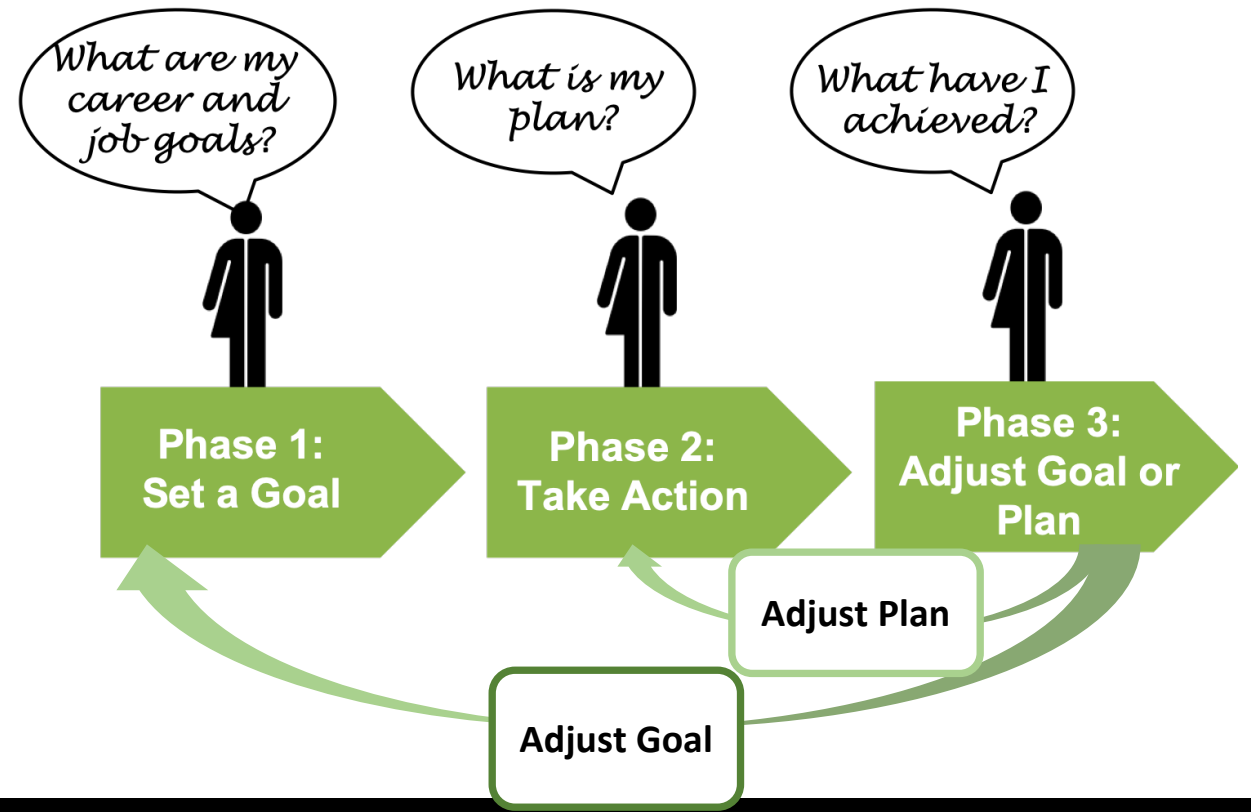
- Make **choices** and **decisions** about setting a goal
- Develop **action plans** for transition-related goals
- **Self-monitor** and **self-evaluate** progress toward goals
- **Adjust** the goal or action plan



The Self-Determined Career Design Model (SDCDM)

Intervention model that **enables facilitators to teach people to:**

- Make **choices** and **decisions** about setting a career goal
- Develop action **plans** for career goals
- **Self-monitor** and **self-evaluate** progress toward career goals
- **Adjust** the goal or plan



Career Design Goals

Type of Goal	Definition	Example	Number of Goals
Learn New Skill	Goals set to enhance abilities in an area needed for employment.	I will identify and evaluate four new ways to organize my daily tasks.	17
Career Exploration	Goals set to learn more about types of jobs available, and skills needed for such jobs, within one's area of interest.	I will research and find two different companies with travel guide-related positions.	10
Job Search	Goals set to find available jobs within one's area of interest.	I will research and find two job opportunities with the local professional baseball team.	8
Apply for Jobs	Goals set to submit applications for positions based on career interests.	I will apply for three jobs using my culinary arts experiences.	8
Portfolio Development	Goals set to enhancing skills needed for employment process, such as , building a resume and interviewing.	I will explore or search for at least two resources on developing good cover letters for employment.	7
Accessing Supports	Goals set to gain support from formal employment-specific services.	I will enroll in Vocational Rehabilitation services.	2

SDLMI/SDCDM By the Numbers



- Over **40 empirical, research studies**
- More than **7,500 people** aged 5-75 years with and without disabilities:
 - K-12 school
 - Pre-ETS
 - College/university
 - Living/working in the community
- Benefits **people with diverse support needs**, including:
 - Intellectual disability
 - Learning disabilities
 - Autism
 - Multiple disabilities

Key finding: SDLMI offers an evidence-based approach to teaching abilities and skills associated with self-determination across life domains

Building Career Pathways



SDLMI/SDCDM and Building Family and Community Connections

My Family Communication Planning Tool

Directions:
1. Write, type, or draw how you are self-determined at home across DECIDE, ACT, and BELIEVE.

How am I self-determined at home?

DECIDE

ACT

BELIEVE

2. Write or type answers to the questions below about how you and your instructor would like to communicate with your family about the SDLMI this semester.

Which family members should know about my SDLMI goal, action plan, and progress?

How can I share my SDLMI progress with my family this semester? Select all that apply!

Share during a meal or family activity Draw a picture or share a graph
 Video conference with my family and teacher Share at my IEP meeting
 In person meeting with my family and teacher Other: _____


How can my instructor share my SDLMI progress with my family? Select all that apply!

In-person Phone/text
 Send a note home Email
 Video conference Other: _____

What languages do we speak at home?

Self-Determination and Transition Planning

Directions:
1. Review your SDI:SR 3-2-1 Snapshot in your SDLMI Goal Booklet and recall your strengths and areas for growth across DECIDE, ACT, and BELIEVE from the first SDLMI small-group session.



- DECIDE**
 - Knowing strengths and areas of need
 - Setting goals based on a vision for the future
- ACT**
 - Solving problems while working toward goals
 - Thinking about different pathways to move through barriers
- BELIEVE**
 - Feeling empowered to reach goals
 - Knowing one can make changes and be supported in their life

2. Across DECIDE, ACT, and BELIEVE, decide if the transition planning; participation and leadership activities in the table below are strengths or areas for growth.

TRANSITION PLANNING PARTICIPATION AND LEADERSHIP ACTIVITIES		
DECIDE	<input type="checkbox"/> Strength <input type="checkbox"/> Growth <input type="checkbox"/> Strength <input type="checkbox"/> Growth <input type="checkbox"/> Strength <input type="checkbox"/> Growth <input type="checkbox"/> Strength <input type="checkbox"/> Growth <input type="checkbox"/> Strength <input type="checkbox"/> Growth	Choosing who to invite to my IEP meeting Setting IEP goals aligned with my strengths and areas of growth Discussing barriers I'm facing related to my IEP goals Identifying who in my circle of support can help with my IEP goals Deciding how to share my assessment results with others Choosing post-school goals based on my vision for the future
ACT	<input type="checkbox"/> Strength <input type="checkbox"/> Growth <input type="checkbox"/> Strength <input type="checkbox"/> Growth <input type="checkbox"/> Strength <input type="checkbox"/> Growth <input type="checkbox"/> Strength <input type="checkbox"/> Growth <input type="checkbox"/> Strength <input type="checkbox"/> Growth	Sending invitations for my IEP meeting Creating a visual support I can use to lead parts of my IEP meeting Creating tools to collect data on my IEP goals Visually mapping my progress on my IEP goals Leading introductions during my IEP meeting Explaining why the IEP meeting is important
BELIEVE	<input type="checkbox"/> Strength <input type="checkbox"/> Growth <input type="checkbox"/> Strength <input type="checkbox"/> Growth <input type="checkbox"/> Strength <input type="checkbox"/> Growth <input type="checkbox"/> Strength <input type="checkbox"/> Growth <input type="checkbox"/> Strength <input type="checkbox"/> Growth	Self-advocating for my preferences, interests, beliefs, and values Asking questions about things I don't understand Reflecting on my goal progress to identify my strengths Reflecting on my goal progress to identify my areas of growth Sharing my successes with others Advocating for services and supports I need to be successful

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



For more information, please visit...

<https://selfdetermination.ku.edu/>



<https://www.facebook.com/ksucdd>



<https://www.youtube.com/@kucenterondevelopmentaldis1420>



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Thank you!