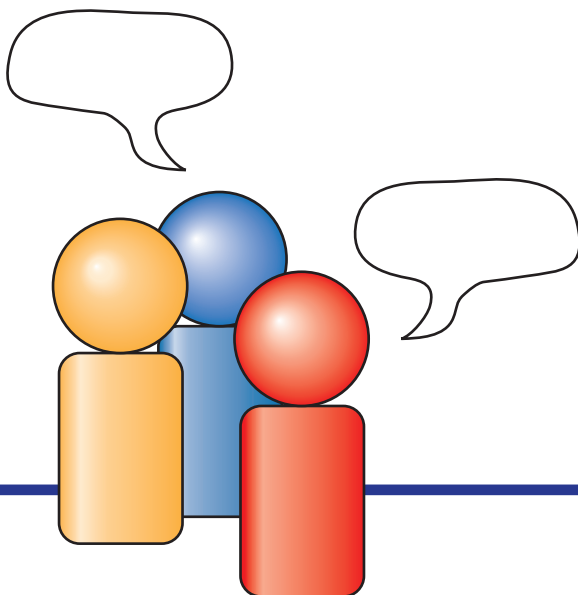


MODULE STUDY GUIDE:

The Essentials of Self-Determination



**Transition Coalition Module Study Guide:
*The Essentials of Self-Determination***



Developed by:

Dana Lattin and Mary Morningstar

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Reference: Lattin, D.L., & Morningstar, M.E. (2015). Transition Coalition Module Study Guide: *The Essentials of Self-Determination*. Transition Coalition, University of Kansas, Lawrence, KS.

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Transition Coalition Module Study Guide: *The Essentials of Self-Determination*

Study Guide Overview

The Transition Coalition (TC) Module Study Guides are designed to extend the knowledge you gain and activities you complete as part of the Transition Coalition training modules. In addition, each TC Module Study Guide provides you with ways to reflect on your own materials/resources, teaching practices, and transition planning practices in order to help you identify what enhancements or improvements you can make.

There are TC Module Study Guides for the following modules on the Transition Coalition website (www.transitioncoalition.org).

- *Best Practices in Planning for Transition*
- *Transition Assessment: The BIG Picture*
- *Enhancing Employment Outcomes*
- *The Essentials of Self-Determination*
- *Working with Families*
- *Transition for Youth with ED/BD*
- *Secondary Transition & Cultural Diversity*

Key elements of each TC Module Study Guide include:

- Instructions for how to access the Transition Coalition modules and other resources on the Transition Coalition site
- Extension activities for applying knowledge and information gained from the module to improve practices related to transition
- Activities for **individual professionals** who are working independently to improve their own transition practices
- Activities and discussion questions that **groups of professionals** can use for professional development efforts

Purpose of *The Essentials of Self-Determination* Module

The purpose of this module is to provide you with a general knowledge of self-determination as well as a framework for providing self-determination instruction to your students. You will receive information about numerous curricula, instructional strategies and instructional resources that are free, or from publishers. Some of these materials have been identified as evidence-based. The learning objectives include:

- Describe the concept of self-determination, including the characteristics of a self-determined person, and identify how it is reflected in IDEA as well as some key research findings
- Explain the importance of teaching students to be self-determined including identifying the difference between entitlement and eligibility programs as they relate to self-determination
- Describe key elements of the Hoffman & Field (2005) Model of Self-Determination and apply the model to case studies
- Identify instructional strategies, instructional resources, and curricula that can be used to support students to learn and apply self-determination skills
- Identify ways to gain family involvement in self-determination instruction and implementation

This study guide is designed to help you reflect on your own practices as they relate to the content of the training module. In addition, some activities are provided below that are designed for you to review your current practice, consider what you learned in the module, and identify ways you can enhance or improve your courses, programs and instructional practices for transition-aged youth.

How to Access the Modules

Before you start working through the Study Guide, you will need to complete the module at www.transitioncoalition.org. To do so, please follow these easy steps:

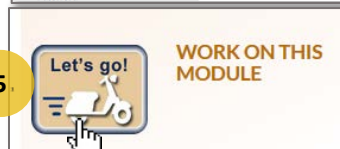
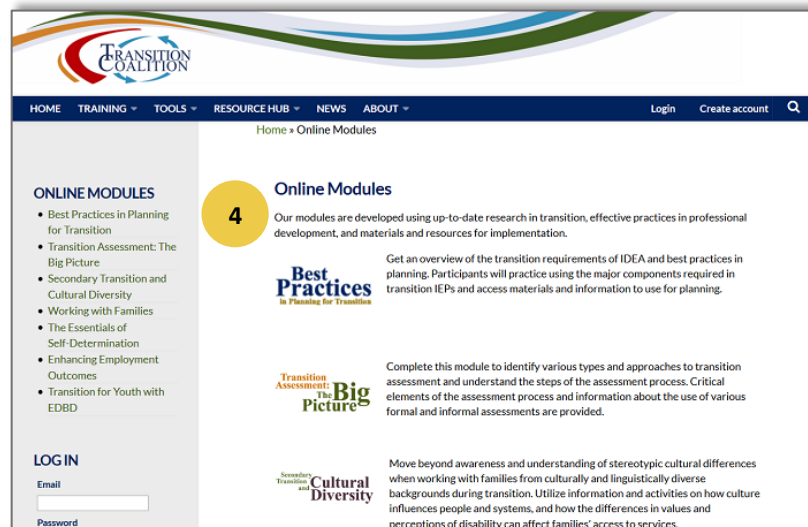
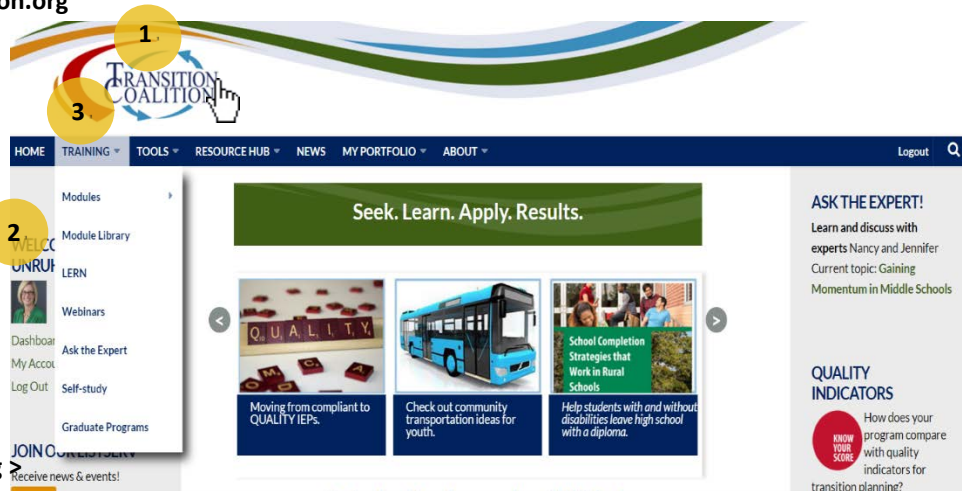
1 Go to transitioncoalition.org

2 Log in OR Create an account

3 Click on Training Modules

4 Click on the module you'd like to work on

5 Click and get ready to go!



Features of TC Website that Enhance This Module

Once you have created an account and are logged into the Transition Coalition website, you will have access to many other features that relate to the work you complete in modules. Some of these features include:

- **Module Library** – This is a library of resources that are referenced within the module.
- **My Portfolio** - My Portfolio keeps all of the work you have completed on the TC website in one place where you can easily find it and access it.
- **Summary Sheet & Certificate** – The Transition Coalition website, through My Portfolio>My Modules, helps you track your progress on modules and obtain the information you need to share the work you have done on the modules you complete. The Summary Sheet provides you with your test scores and responses to questions. When you finish a module, you have access to an Certificate indicating you have completed it.
- **My Pinned Items** - You can pin your favorite items from the Transition Coalition website (including modules) to My Pinned Items in My Portfolio. Whenever you are logged into the Transition Coalition website, you can quickly and easily access these resources.
- **Quality Indicators of Exemplary Transition Programs Needs Assessment Instrument (QI-2)** – The QI-2 allows you to evaluate your transition program and identify priority areas for enhancement.
- **Other items** on the Transition Coalition page for things that may help you implement transition plans with your students. Some of them are **Transition Tips** and **Assessment Reviews**.

The image displays three overlapping screenshots from the Transition Coalition website. The top-left screenshot shows the 'Module Library' page with a sidebar containing 'WELCOME, JRUSTC@UU.EDU', 'Dashboard', 'Profile', 'Log Out', and 'MY PORTFOLIO' options. The main content area lists various resource libraries such as 'Best Practices Library', 'Cultural Diversity Library', 'The Big Picture Library', 'Working with Families Library', and 'Youth with EDBD Library'. The top-right screenshot is a bar chart titled 'EXAMPLE OF QI-2 REPORT: Quality Indicator Domain Scores by Region'. The bottom screenshot shows the 'Assessment Reviews' page, which includes a search bar and a carousel of assessment tools like 'Transition Planning in the Schools', 'A Guide to Assessing College Readiness', 'Picture Interest Career Survey (PICS)', 'COPS-PIC', 'CIPSI', and 'C.I.T.E. Learning Styles Instrument'.

Domain	Region 1	Region 2
Transition Planning	2.33	2.63
Transition Assessment	1.82	2.71
Family Involvement	1.8	2.17
Student Involvement	1.86	2.11
Transition-Focused Curriculum &...	2.14	2.07
Interagency Collaboration &...	1.96	1.95
Systems Level Infrastructure	1.92	2.28

Extension Activities

Activity 1: Individual Reflection on the Hoffman & Field (2005) Model of Self-Determination



Consider what you learned in Sessions 2 and 3 about the *Model of Self-Determination* and reflect on how you currently teach each element.

Think about how you address each section of the *Model of Self-Determination* through:

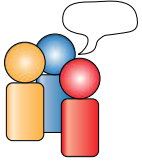
- *direct instruction*
- *student activities*
- *student practice*



Adapted from: Hoffman, A., & Field, S. (2005). Steps to self-determination (2nd Ed.). Austin, TX: PRO-ED.

Current Practice	Improvements & Resources
<p>Know Yourself & Your Environment Rate Your Practice: ★★★★★ List 1 strength:</p>	<p>List an improvement and a resource for making that improvement this year</p> <p>Improvement:</p> <p>Resource:</p>
<p>Value Yourself Rate Your Practice: ★★★★★ List 1 strength:</p>	<p>Improvement:</p> <p>Resource:</p>
<p>Plan Rate Your Practice: ★★★★★ List 1 strength:</p>	<p>Improvement:</p> <p>Resource:</p>
<p>Act Rate Your Practice: ★★★★★ List 1 strength:</p>	<p>Improvement:</p> <p>Resource:</p>
<p>Experience Outcomes & Learn Rate Your Practice: ★★★★★ List 1 strength:</p>	<p>Improvement:</p> <p>Resource:</p>
<p>Environment Rate Your Practice: ★★★★★ List 1 strength:</p>	<p>Improvement:</p> <p>Resource:</p>

Activity 1: Group Discussion Questions



- How well do we provide instruction and experiences to students across all six key components of the *Model of Self-Determination*?
 - Which ones do we implement most often?
 - Which ones need the most attention?
- In what areas or courses are the six elements of the *Model of Self-Determination* taught?
 - In which courses would it fit best
 - How can we work with teachers to include self-determination in their courses?
 - What instructional information do teachers need to do this?
 - How should the instructional information be provided to teachers?
- Which of the following does our school/district need to address self-determination instruction and opportunities for students to use their skills? For each of the items we identify below, specify what should be addressed.
 - Policies:
 - Guidance and Procedures:
 - Professional development:
 - Materials:
 - Other: _____

Activity 2: Individual Application

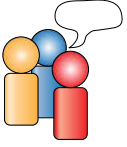


Now that you know what's included the *Model of Self-Determination* and have reviewed some instructional strategies and materials, it's time to apply this to your practice.

Look at the chart you completed in Activity 1. Identify an element of the *Model of Self-Determination* in which **you need to improve your practice**. Using the improvement and resource you identified in Activity 1, create a lesson plan and teach it! Here's something to get you started.

Model of Self-Determination Element	Skill/Strategy being taught
Lesson Objective: To teach students to...	
Setting: (classroom, in the community, at work, etc.)	
Materials: (start with the resource you identified above, but also include other documents, websites, manipulatives, game materials, white boards, surveys, etc.)	
Key Content to Teach: (outline the key content/concepts you will teach)	
Teaching Procedures: (identify the procedures you will use to teach the lesson)	
Ongoing support and practice: (identify how additional support and practice will be provided to students after this lesson is taught)	
Evaluation: (address how you will you evaluate the effectiveness of this lesson)	

Activity 2: Group Discussion Questions



- How can we work as a group to develop multiple lesson plans across all six elements of the *Model of Self-Determination*?

- Who already has lesson plans for different elements of the *Model of Self-Determination*?

- What elements do we have the fewest number of resources, lesson plans, and curricular materials?
 - How can we start addressing these needs?

- How can we share these lesson plans and materials and encourage their use?

- How can we address self-determination training and experiences across both the middle and high school curriculums?



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