



Update on Self Determination

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What is Self-Determination

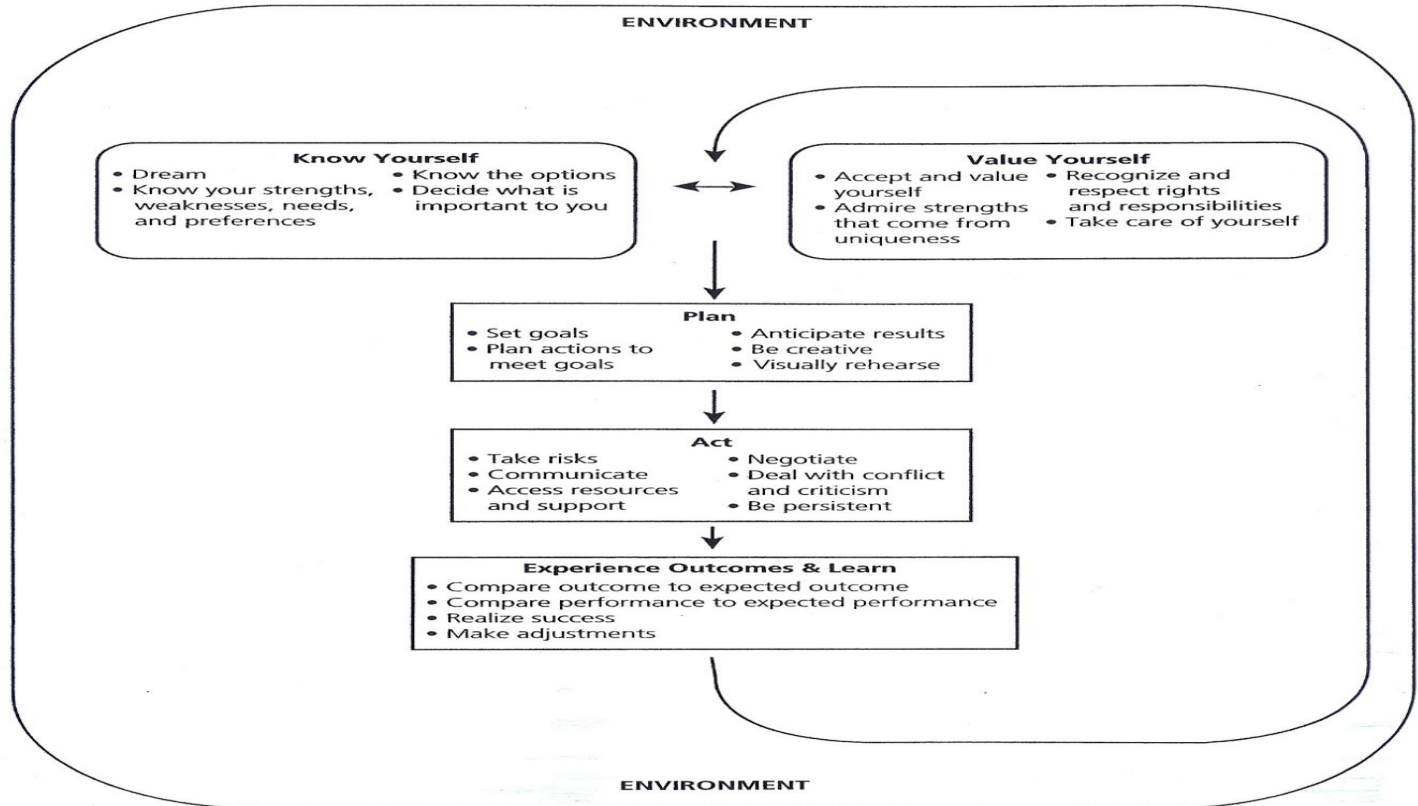
“A combination of skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behavior. An understanding of one’s strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination.” (Field, Martin, Miller, Ward, & Wehmeyer, 1998, p.2)



SELF-DETERMINATION QUALITIES

- Goal Oriented
- Self-Efficacy- Belief in one's self
- Motivation
- Ability to Address Challenges
- Persistence
- Self-Awareness
- Ability to make choices
- Access Supports
- Self-Advocacy

SELF-DETERMINATION





PROCESS AND TIMELINE 18-19

2018-2019 District Goal

During the 2018-2019 school year the Self Determination Learning Model of instruction and Student Led IEP process will be expanded for special education students and initiated for general education students



GOAL ATTAINMENT STRATEGIES

Identify Strengths

Identify Challenges and Areas of Need

Set a Goal

Develop a Plan to reach that Goal

Act on Plan

Experience Outcomes

Reflect and Assess

Adjust Practice

Realize benefits of Success or Opportunities for Growth



GOAL #1

By June 2019, 100% of students who have an Individualized Education Plan (IEP) will become aware of, and implement, the "Self Determination Learning Model of Instruction" (SDLMI) goal planning and attainment process to incorporate one specific goal into their IEP.



GOAL #1 ATTAINMENT

100% of students who have an Individualized Education Plan(IEP) became aware of, and implement, the "Self Determination Learning Model of Instruction" (SDLMI) goal planning and attainment process to incorporate one specific goal into their IEP.



GOAL #2

By June 2019, 50% of students with an IEP will increase active participation in their IEP by piloting the "Student Led IEP Process" (direct instruction around participation skills) to engage the IEP Team in discussions around their specific goal and/or other parts of their plan.



GOAL #2 ATTAINMENT - NATICK PRESCHOOL

100% of students with IEPs participated in ways that they were able in age-appropriate self-determination conversations and activities. Data was collected on 100% of our students with IEPs in terms of their self-regulation, choice-making and self-advocacy, since these are age-appropriate foundational skills to the goal attainment process.





GOAL #2 ATTAINMENT - K-12 SPECIAL EDUCATION

SDLMI and Student Led IEP numbers; this indicates EITHER goal setting or IEP meeting: Goal here was 50%

Natick High School - 95% of students engaged in student led IEP Process

Wilson & Kennedy Middle Schools - 93%

Ben-Hem Elementary School - 90%

Brown Elementary School - 90%

Johnson Elementary School - 94%

Lilja Elementary School - 95%

Memorial Elementary School - 95%

Out Of District - 22%

Overall, the district is at a more than a 90% rate for engagement in the IEP process



GOAL #3

By June 2019, a pilot group of RTI workshop and Intervention students will participate in the "Self Determination Learning Model of Instruction" (SDLMI) Goal Planning and Attainment process to incorporate one specific goal into a student/parent conference or RTI goal meeting.



GOAL #3 ATTAINMENT - NATICK PRESCHOOL GENERAL EDUCATION

100% of general education students at Natick Preschool engage in the goal attainment process in developmentally appropriate ways including growth mindset and Social Thinking (making "a plan").





GOAL # 3 ATTAINMENT - K-4 GENERAL EDUCATION

94 general education students engaged in a goal-setting and self-reflection process to prepare for student-led parent conferences or as part of the Response to Intervention individual goal setting process

Of important note: the New Calkins units include **personal goal-setting and self-reflections, , especially in grades 3 and 4**. This also happened less formally in grades K-2.



GOAL #3 ATTAINMENT- GRADES 5-12 GENERAL EDUCATION

Kennedy Middle School:

All Grade 7 students participated in Renaissance testing growth meetings. Kids had meetings, discussed current performance, set goals, and tracked progress on those goals.

Wilson Middle School: 1 Student Formally engaged in SDLMI Goal Setting Process in Response to Intervention

Natick High School: 56 students at NHS in the Executive Function Workshop (Gen Ed Kids) participated in SDLMI goal setting.



GOAL #4

100% of Middle School and High School IEP students will participate in the University of Kansas Self-Determination Inventory. This is a Self-Determination and Student-Led IEP's program expansion.



GOAL ATTAINMENT #4

After review of the assessment, it was deemed to be developmentally inappropriate for students in grades 5-6. 362 Special Education students from grades 7-12 completed the SDIS inventory. This data is being used to help us to determine self determination skills in each student in order to develop our plan of action for next year. At this point, data continues to be analyzed.



PROFILE OF A GRADUATE

