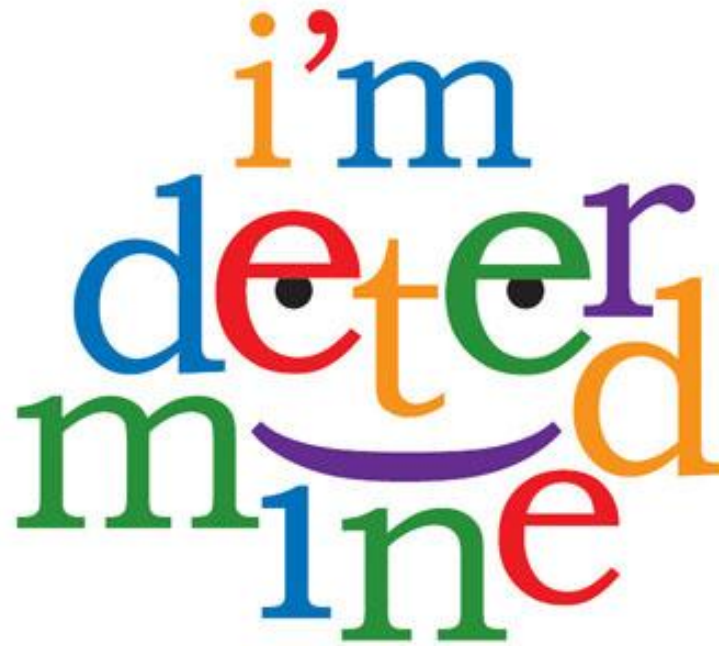


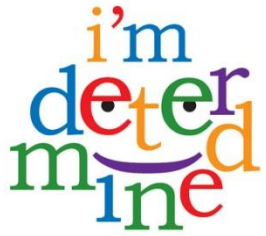
Self-Determination and PBIS: Keeping Kids in School



John McNaught
State Director
I'm Determined Project
Virginia Department of Education

Teresa Cogar
Coordinator
VDOE T/TAC
James Madison University





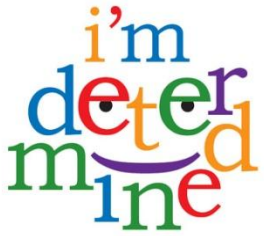
Question...

Which is the greater influence on students' intention to stay in school?

- Academic performance

OR

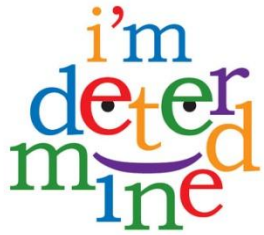
- Students' perceived competence and self-determined motivation



Why???

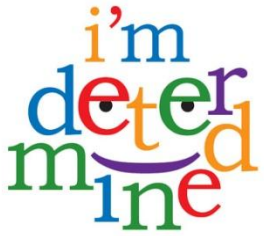
Why is a students' perceived competence and self-determined motivation the greater influence to stay in school?





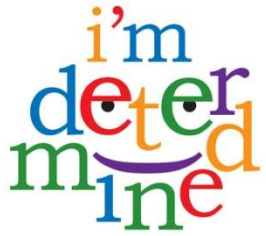
Statistics

In the U.S. every school year approximately 1.3 million students- that's 7000 every school day, do not graduate from high school as scheduled



What we know

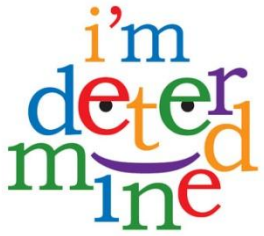
Most dropouts are students who could have, and believe they could have succeeded in school.



Question

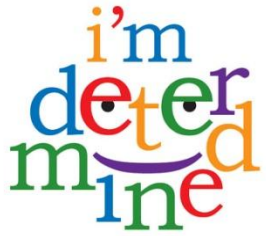
Could we help prevent this





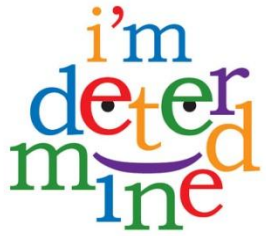
Supports

- Build a school climate that fosters academics
- Improve communications between parents and schools
- Improve instruction and access to supports for struggling students
- Make curricula engaging, relevant and connect school to work

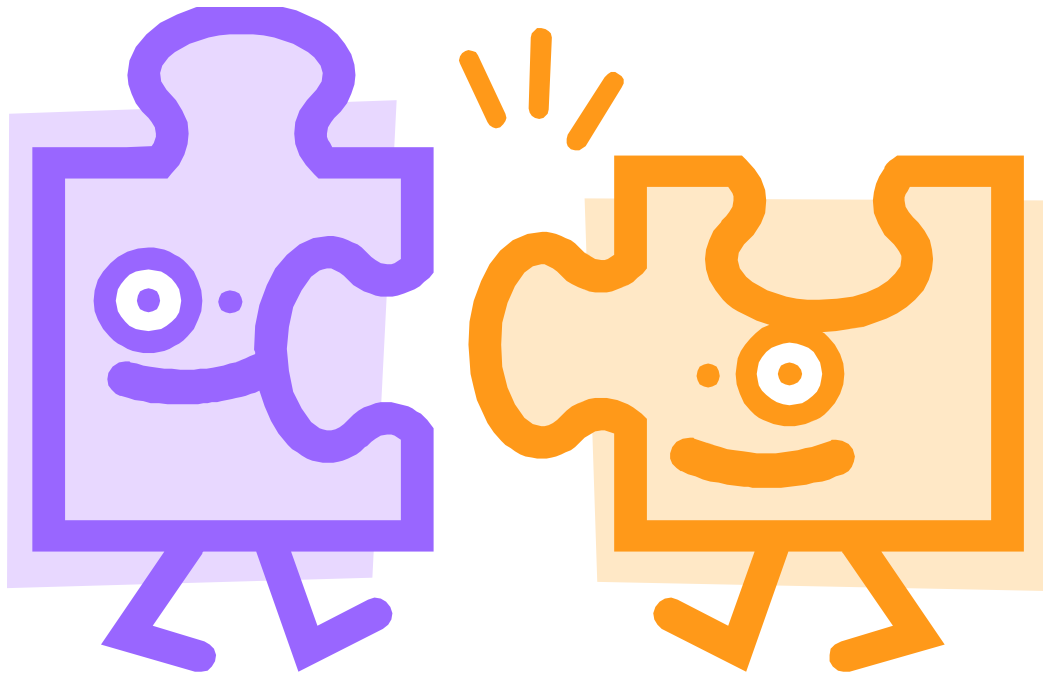


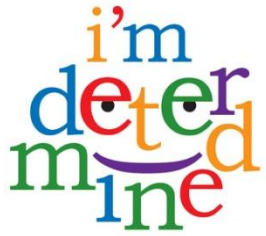
Most crucial support

- Ensure students have a strong relationship with at least one adult in school



How Do PBIS and SD work together?





Helping All Students

School approaches to encouraging self-determination skills can promote interventions that will help reduce their dropout rates and thus positively effect the lives of individuals, their families and our communities.



Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions

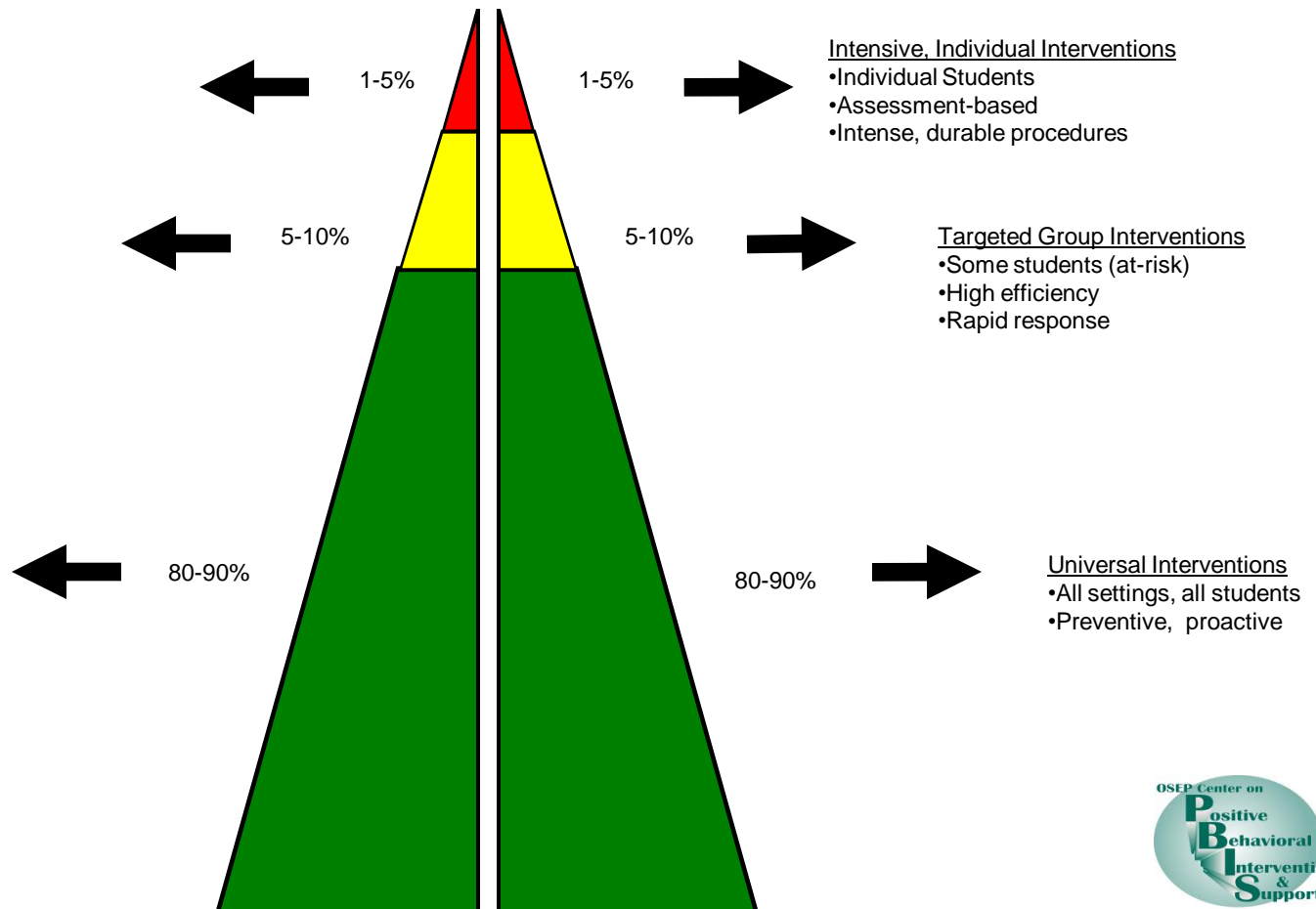
- Individual Students
- Assessment-based
- Intense, durable procedures

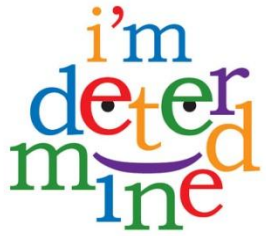
Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive

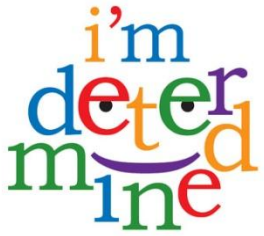




Core Components

(combination of skills, knowledge & beliefs)

- Choice-making
- Decision-making
- Problem-solving
- Goal-setting & attainment
- Internal locus of control
- Positive attributes of efficacy and outcomes expectancy
- Self-Observation
- Self-Evaluation
- Self-Reinforcement
- Self-Instruction
- Self-Advocacy & Leadership
- Self-Awareness
- Self-Knowledge

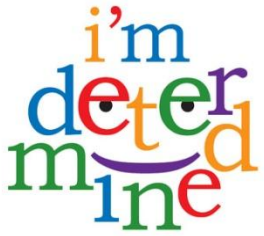


What is Self-Determination?

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.

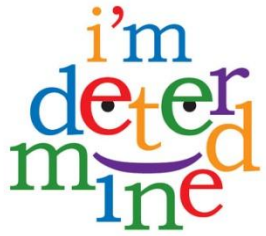
- Wehmeyer, 1996





What is Self-Determination?

-
- Knowing & believing in yourself
 - Knowing what you want your future to be like and how to make plans to achieve this future.
 - Knowing the supports that you need to take control of your life.



Self- Determination 5 Interventions/strategies

- 1 Pagers
- Good Day Plan
- Student led conferences/IEPS
- Lesson Plans based on core components
- Goal Setting & Attainment

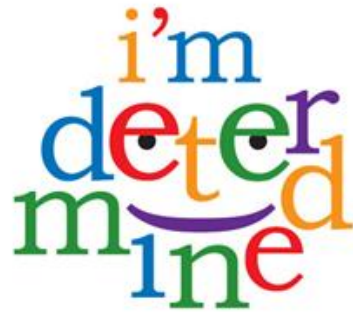
i'm
deter
mine

1 pagers



Name:
Address:
DOB:

My Strengths



Date:

My Interests

My Preferences

My Needs



Name:
Address:
DOB:

Date:

My Strengths

- I can see the big picture
- Money Management
- Good listener

My Preferences

- I learn best by listening & seeing, then doing
- I like to move around a lot

i'm
deter
mine



My Interests

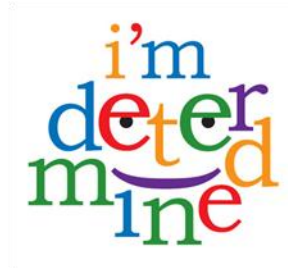
- Hunting and fishing
- My girls & wife
- My dog

My Needs

- Notes ahead of time
- Sitting near the front of the room
- Visual and auditory directions



Name:
Address:
Phone:
DOB:



You're Invited To:
Date:
Time:
With:

What Got Me to DLC

Courses I'm Working On

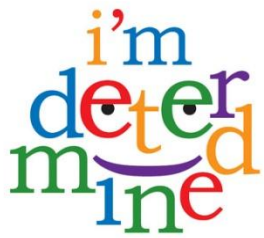
Changes I'd Like to Make

Goals I Want to Achieve

My Hobbies/ Interests

What Helps Me Work





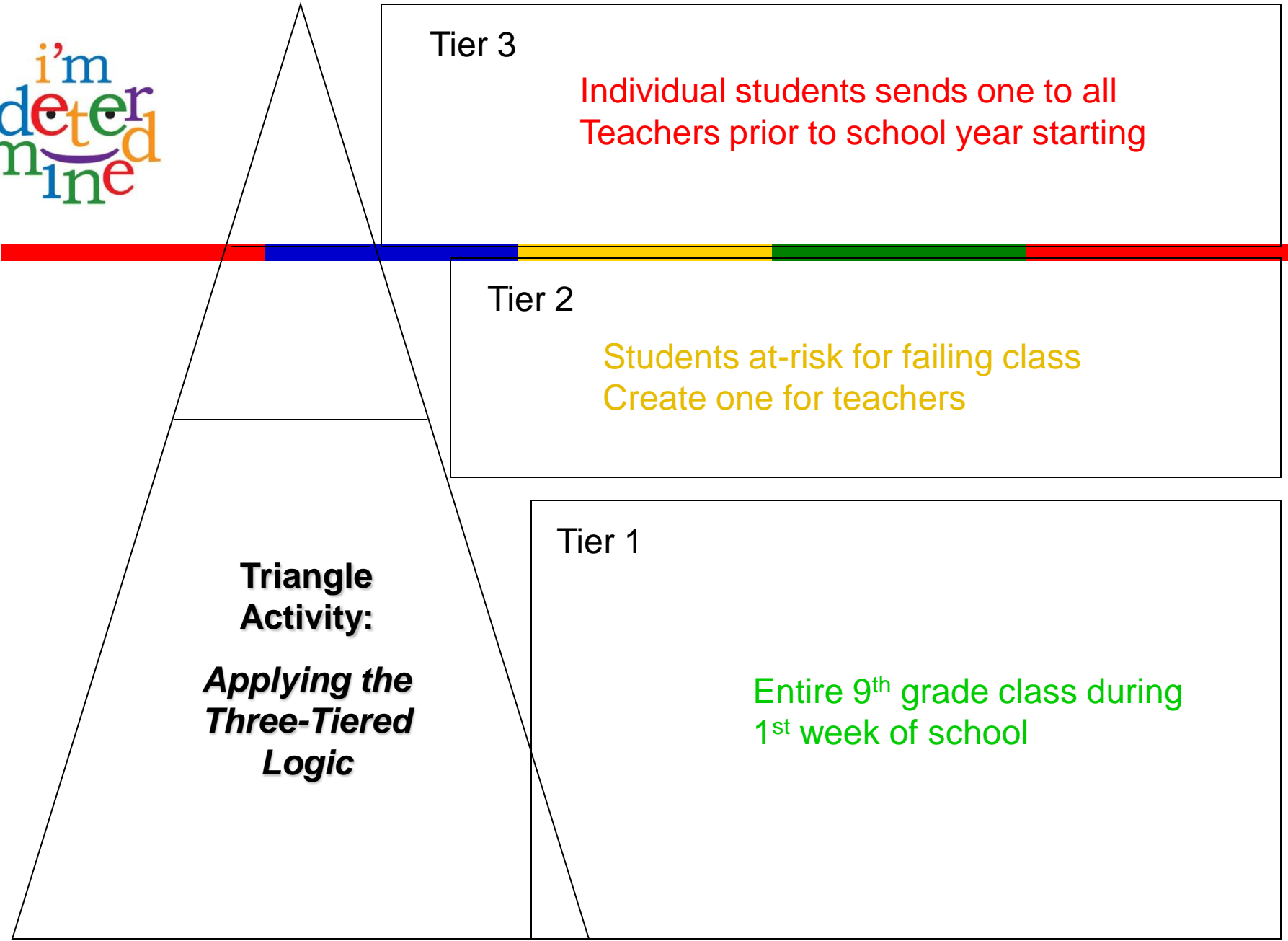
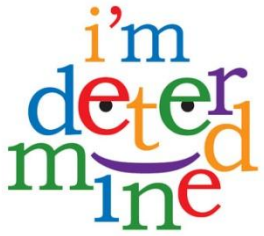
Tier 3

Tier 2

Tier 1

**Triangle
Activity:**

***Applying the
Three-Tiered
Logic to
Your School***

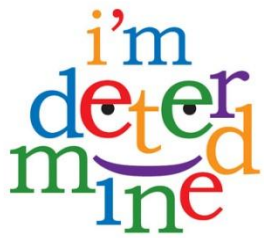


Triangle Activity:
Applying the Three-Tiered Logic

i'm
deter
mine

Good Day Plan



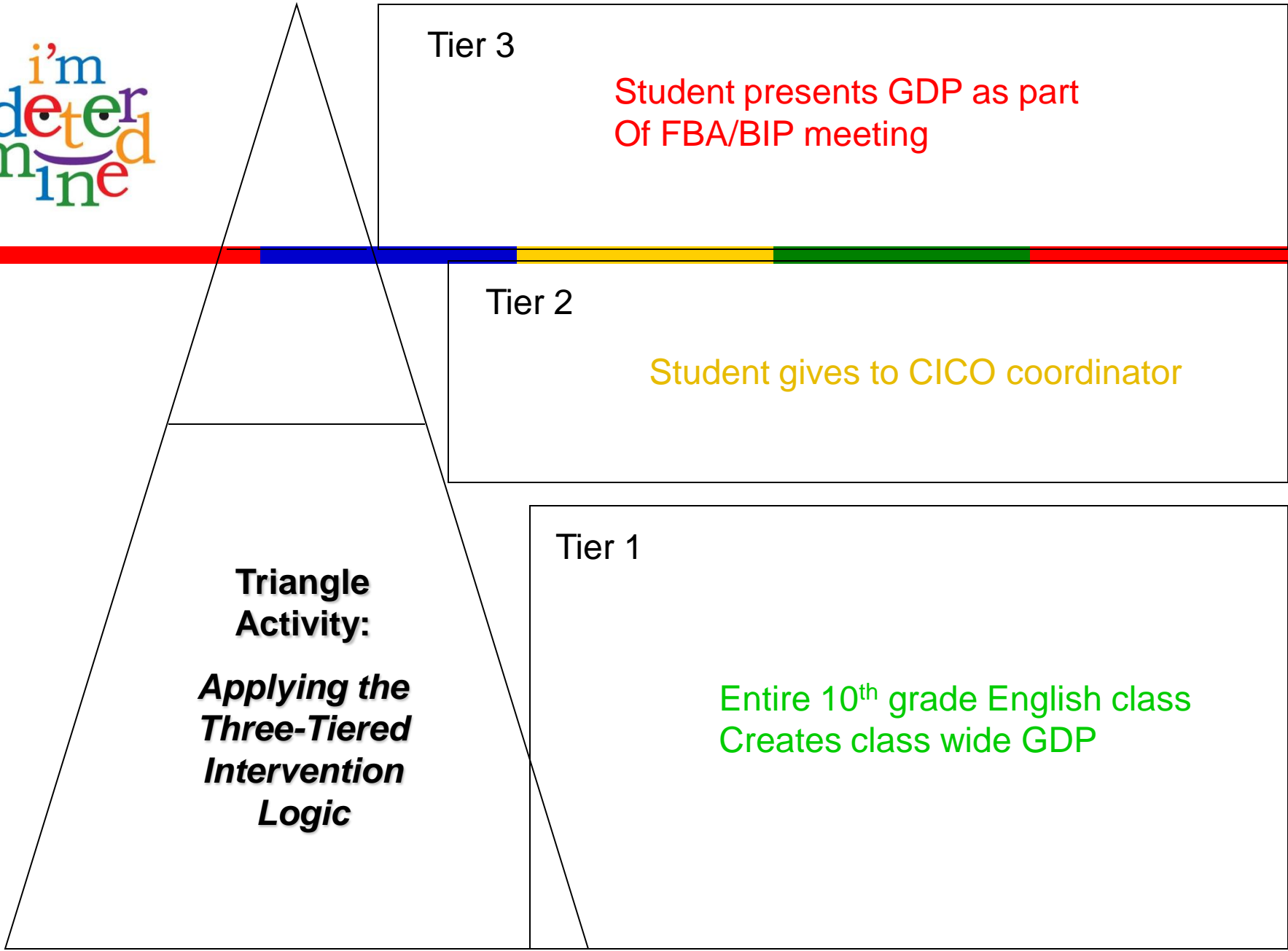
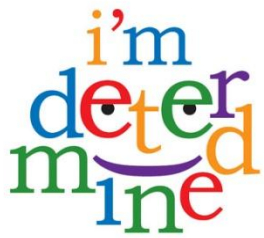


Tier 3

Tier 2

Tier 1

**Triangle
Activity:**
***Applying the
Three-Tiered
Logic to
Your School***



Tier 3

Student presents GDP as part
Of FBA/BIP meeting

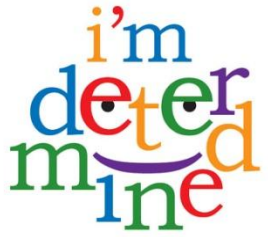
Tier 2

Student gives to CICO coordinator

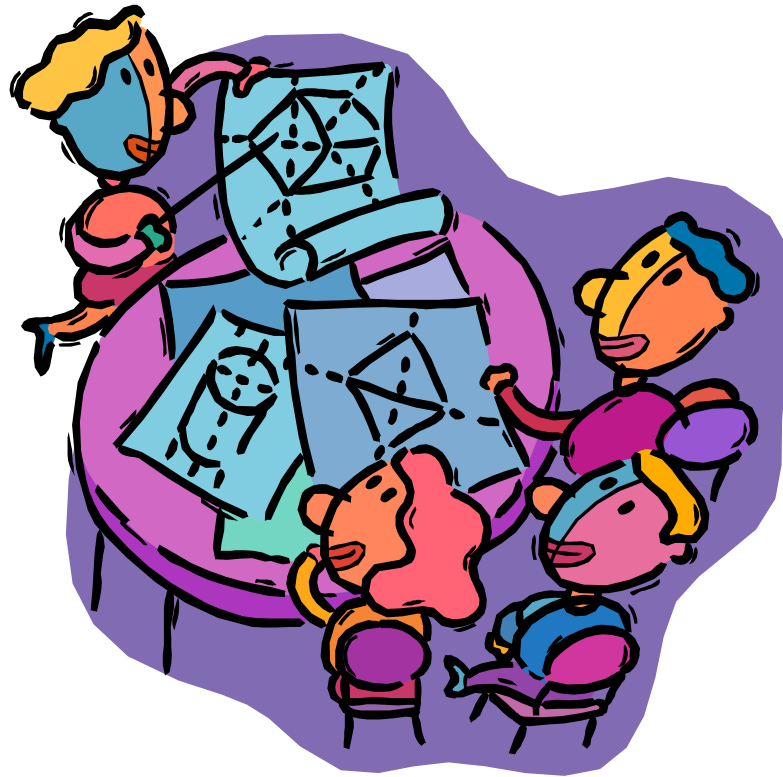
Tier 1

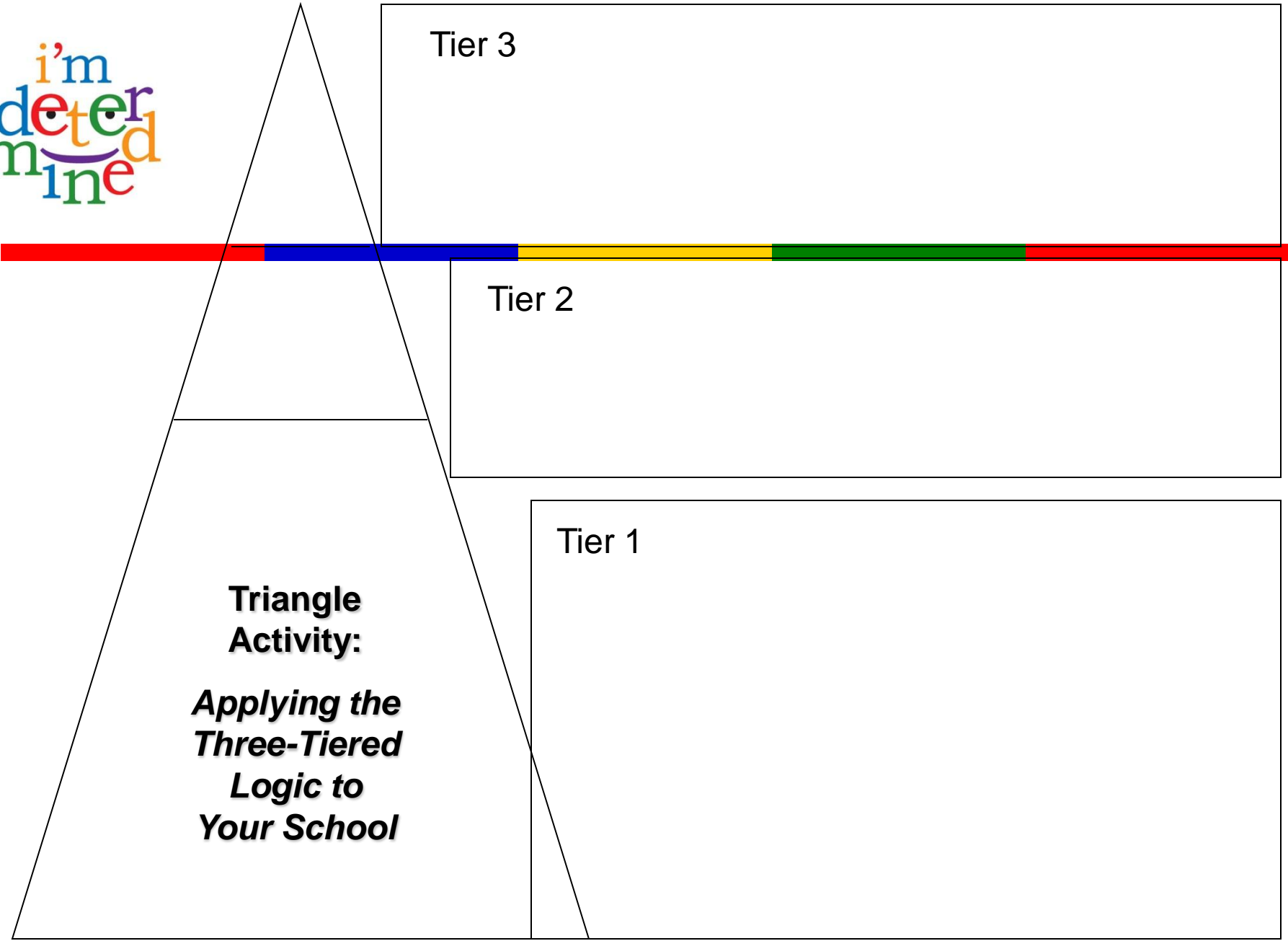
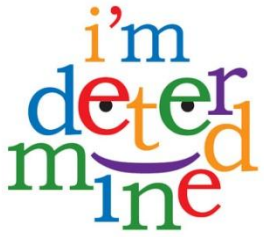
Entire 10th grade English class
Creates class wide GDP

**Triangle
Activity:
*Applying the
Three-Tiered
Intervention
Logic***



Student-led Conferences



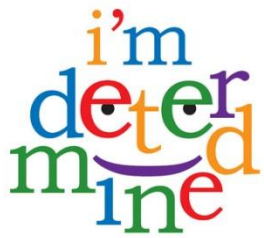


Tier 3

Tier 2

Tier 1

**Triangle
Activity:**
***Applying the
Three-Tiered
Logic to
Your School***



Tier 3

Student-led conference with Parent/Teacher
As a crisis intervention tool

Tier 2

Use *Its All About Me* workbook
As a guide

Tier 1

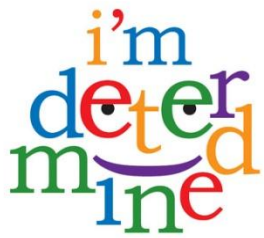
All students receiving special
education
Services participate in student-led IEP
or students lead Parent/Teacher
conference

**Triangle
Activity:**
***Applying the
Three-Tiered***

i'm
deter
mine

Lesson Plans



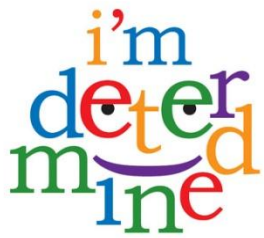


Tier 3

Tier 2

Tier 1

**Triangle
Activity:**
***Applying the
Three-Tiered
Logic to
Your School***



Tier 3

Individual student works through
Lesson plans based on need (data)

Tier 2

Booster session for targeted group
Using lesson plans based on data

Tier 1

3rd grade elementary classroom uses
decision-making lesson in conjunction with
SOL 3.1

**Triangle
Activity:**
***Applying the
Three-Tiered
Intervention
Logic***



www.imdetermined.org is the
Virginia Department of
Education's Self-Determination
Project

Lesson Plans



Lesson plans were developed and used by general and special education classroom teachers. Elementary, middle, and high school plans focus on core component areas of self-determination. Additional teaching tools are provided.

[Lesson Plans](#)

[Teaching Tools](#)

[Acknowledgements](#)

★ [Choice Making](#)

★ [Decision Making](#)

★ [Problem Solving](#)

★ [Goal Setting and Attainment](#)

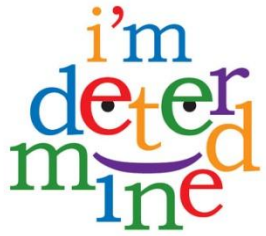
★ [Self-Regulation](#)

★ [Self-Instruction](#)

★ [Self-Advocacy](#)

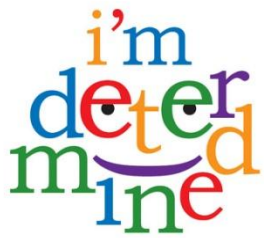
★ [Internal Locus of Control](#)

★ [Self-Efficacy/Expectation](#)



Goal Setting & Attainment



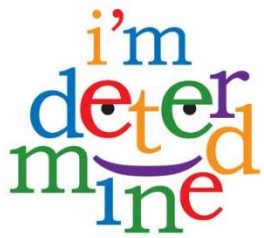


Tier 3

Tier 2

Tier 1

**Triangle
Activity:**
***Applying the
Three-Tiered
Logic to
Your School***



Tier 3

Individual student applies long term goal to what They're currently learning in school

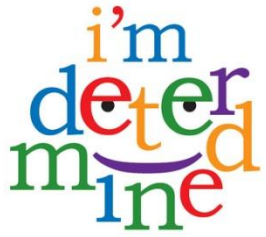
Tier 2

Booster session for targeted group
Looking at short term vs long term goals

Tier 1

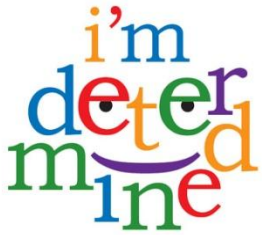
5th grade class utilizes decision Making skills to attain entry into the schoolwide acknowledgement event

Triangle Activity:
Applying the Three-Tiered Logic to Your School



Mentorship Programs





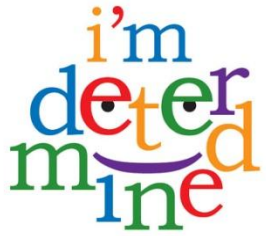
Mentoring Gap In Virginia

Based on certain life circumstances, estimates suggest that more than **360,000** young people in Virginia could benefit from spending time with a caring adult mentor.

Of the 1,823,201 young people under age 18 in Virginia*:

- 1 out of 8 teens between ages 16 -19 are not enrolled in school
- 1 out of 3 children lives in a single parent home
- 1 out of 7 lives in poverty
- 1 out of 24 children has an incarcerated parent

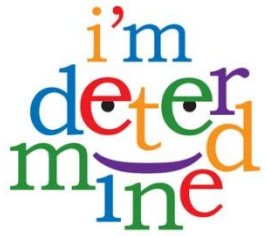
- This data indicates that many of our young people, nearly 20%, live in situations where they may need additional guidance and support in order to succeed.



Think of one child's future...

What are some of the factors that influence student's social/emotional competence long term?

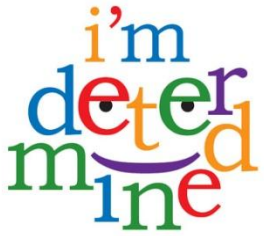




Proactive Prevention

School Completion vs. Dropout Prevention

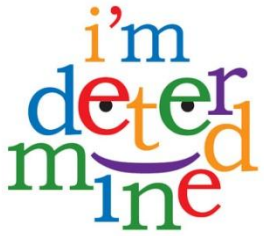
- We want students to feel motivated and competent for the challenges of the school environment and adult life.
- We want our focus to be on supporting students in completing school not preventing them from dropping out of school.



Elements that Promote School Completion

- **Principle:** Engage students in the educational process
- **Schools that encourage incorporate these interventions:**
 - Take a proactive stance by teaching students the skills they need for academic success
 - Facilitate the creation of meaningful relationships
 - Manage the school environment in ways that enhance the student-school fit

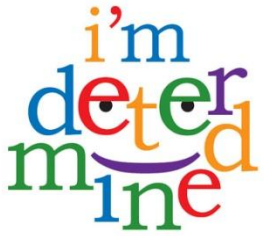
(Christenson, Sinclair, Lehr, & Godber, 2001)



Elements of Successful Dropout Prevention Programs:

-
- **Principle:** Engage students in the educational process
 - **Students in these programs:**
 - Experience academic success
 - Perceive adults in school as people who care about them
 - Receive support to manage immediate personal concerns
 - Connect what they do in school to important personal goals

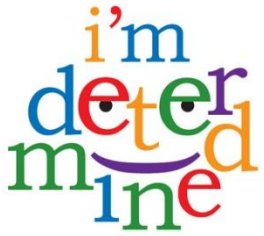
(McPartland, 1994)



Self-Determination & School Completion

Young people with disabilities... who often experience low rates of school completion and adult success, also tend to experience lower levels of self-determination than their peers.

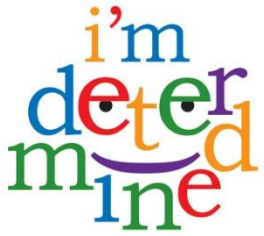
(Wehmeyer & Kelchner, 1996; Wehmeyer & Metzler, 1996).



Self-Determination and Adult Outcomes

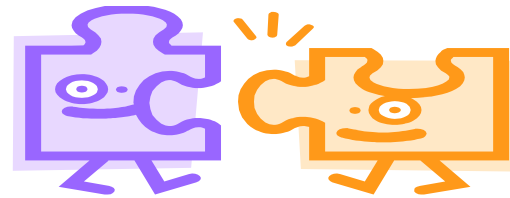
Young people with disabilities...who have higher levels of self-determination are more likely to obtain postschool employment and experience success in their adult lives.

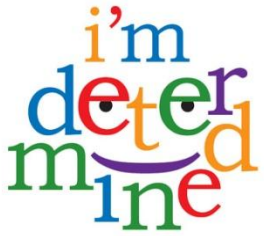
(Gerber, Ginsberg, & Reiff, 1992; Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1997;1998)



Shared Vision and Outcomes

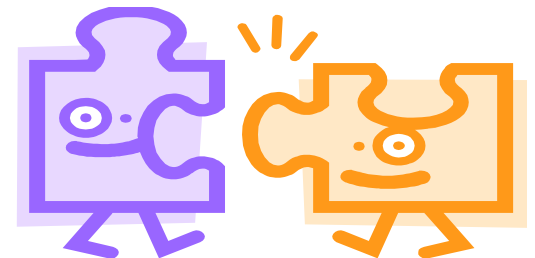
- Take a proactive stance by teaching students the skills they need for academic success
- Facilitate the creation of meaningful relationships
- Manage the school environment in ways that enhance the student-school fit

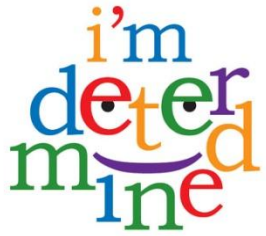




Shared Vision and Outcomes

- Experience academic success
- Perceive adults in school as people who care about them
- Receive support to manage immediate personal concerns
- Connect what they do in school to important personal goals

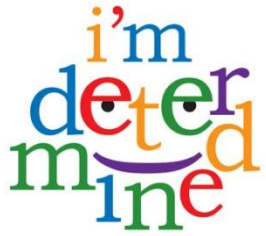




Long Term Vision



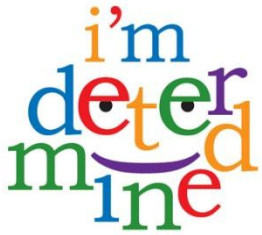
Students' perceived competence and self-determined motivation



More information:

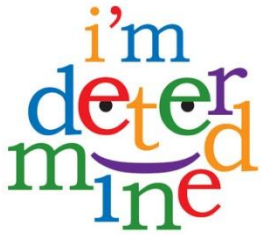


www.indetermined.org



Resources

-
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Resources

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