

63RD CONFERENCE ON EXCEPTIONAL CHILDREN
Believing In Achieving
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Taking Charge!

Self-Determination Strategies for Students with Disabilities

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Objectives

- At the end of the session, the participants will be able to:
 - Explain the application of the concept of self-determination to school-based practice
 - Describe strategies to enhance the different elements of self-determination
 - Utilize self-determination tools and resources with students

Life Jackets



“If students floated in life jackets for 12 years, would they be expected to swim if the jackets were suddenly jerked away?”

(Martin, Marshall, Maxson and Jerman, 1993)

Purpose of Education

Produce responsible, **self-sufficient** citizens who possess the self-esteem, initiative, skills and wisdom to continue individual growth and pursue knowledge (Saranson, 1990)

Two Frameworks of Self-Sufficiency

- Independence Framework
- Interdependence Framework

Independence Framework

- Definition: freedom from the control, influence, support, aid, or the like, of others.
- Assistance is seen as a deficit!
- Antonym: dependence

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Interdependence Framework

- Recognizes that assistance with certain tasks is necessary for complete autonomy
(About a Lifecourse Approach, CanChild website).
- Don't we all need support?

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Interdependence Framework

- **Capacity** is the ultimate goal, not independence
- **Capacity** – actual ability to perform a task, whether this requires assistance from others or not



Self-determination

- “Combination of skills, knowledge and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior” (Field, Martin, Miller, Ward and Wehmeyer, 1998)
- “People taking action themselves, but also teaching and guiding people in their support systems how to help them meet their specific needs and goals” (Powers et al, 1996)



Self-determination

according to Adults with Physical Disabilities

- “The power to do whatever the heck you want even if anyone says you can’t. Without this I wouldn’t have a life. I’d be stuck at home.”
- Larry, 34 y/o
- “The goals you set and what you can accomplish and the way you go about doing it.”
- Veronica, 36 y/o

(Angell, Stoner and Fulk 2010)



Self-determination Outcomes

- 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
(Wehmeyer, M. L., & Scwartz, M., 1997)
- increased long-term benefits in major life outcomes like employment and access to benefits, independent living, and financial independence for high school graduates that have higher levels of self-determination versus those with lower self-determination
(Wehmeyer, M. L., & Palmer, S. B., 2003)



Elements of Self-Determined Behavior

- What skills and attitudes must a person possess to be considered a self-determined individual?
- How can we promote these skills and attitudes?





Elements of Self-Determination

- Goal Setting
- Choice Making
- Problem Solving
- Decision Making
- Self-Regulation & Self-Directed Learning
- Leadership
- Self-Advocacy
- Perceptions of Efficacy and Control
- Self-Awareness and Self-Knowledge



Choice-Making

- Identifying and communicating preferences
- Strategies
 - Create a structured environment that allows plenty of opportunities for choice
 - Choice of activities, location and time
 - Choice to refuse to participate and to end an activity
 - Explain risks and consequences of various choices
 - Sometimes less is more!

Problem-solving

- Identifying and defining a problem, and generating solutions
- Strategies:
 - Introduce novel tasks
 - Change context of tasks
 - Use the natural environment
 - Model by “thinking out loud” your own problem-solving steps
 - Promote exploration. Allow mistakes!
 - Encourage generalizations

Decision-making

- Coming to a conclusion about which solution is best and most effective given one’s circumstances, values, priorities and needs
- Strategies:
 - Teach student to:
 1. List action alternatives
 2. Identify consequences of those actions
 3. Assess probability of each consequence occurring
 4. Establish relative value of each consequence
 5. Integrate these values and probabilities to identify most attractive action

Goal Setting and Attainment

- Involves actions that enable a person to reach a specified preferred outcome
- Strategies:
 - Allow student to explore his/her wants and needs.
 - Allow student to set goals based on his/her own interests, wants and needs.
 - Work with student to set guidelines for each goal:
 - amount of time needed to meet goal
 - work that needs to be done to meet goal
 - help from other people to meet goal

Self-regulation (Self-management)

- Response system that allows individuals to examine their environment and responses, and revise their strategies as needed

Self-regulation

(Self-management)

Sub-component	Strategies – Teach students to:
Self-observation	Assess, observe and record their own behavior (checklists, documentation, etc.)
Self-evaluation	Systematically record their progress towards the goal (charts, graphs, etc.)
Self-reinforcement	Provide their own verbal prompts, cues and reinforcers

Leadership

- Skills needed to lead, guide and direct
- Strategies:
 - Utilize group sessions.
 - Allow the child to lead a group.
 - Teach child how to be an effective team member.
 - Encourage child to participate (and lead) in class and after-class projects.
 - Teach child to participate in and lead an IEP meeting.

Self-advocacy

- Speaking up on one's own behalf
- Strategies:
 - Teach student:
 - Their rights & responsibilities (IDEA, ADA)
 - How to communicate, negotiate & compromise
 - How to listen effectively
 - How to navigate through systems and bureaucracies
 - Teach child to participate in and lead their own rehabilitation team/IEP meetings.
 - Promote self-advocacy in group sessions

Self-efficacy

- Belief in one's ability to successfully engage in a specific behavior that will result in a desired outcome ("I can do this!")
- Strategies:
 - Usually cannot be taught directly
 - May be enhanced by repeated successful experiences
 - Assist student to set goals and engage in activities that are commensurate to student's skills
 - too difficult = anxiety
 - too easy = boredom

Perception of Control

- Belief that one has control over outcomes that are important to one's life ("If I do *this*, I know *that* will happen!")
- Strategies:
 - Honor student's choices and decisions.
 - Use student-directed learning activities.
 - Structure activities so that student can perform more actions for him/herself. (Don't use an over-controlling style of instruction.)

Self-awareness and Self-knowledge

- Understanding of one's strengths & weaknesses, abilities & limitations; and how to utilize these to one's benefit
- Strategies:
 - Teach student how to do a skills inventory. (Focus on strengths; children typically know their limitations.)
 - Teach student compensation strategies.
 - Use the natural environment to allow real-life experiences.



References

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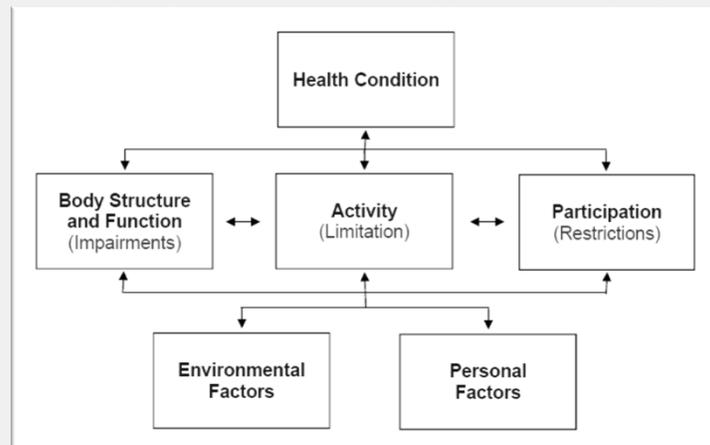
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Is self-determination within the scope of PT?

- APTA Guide for PT Practice (2003)
 - “recognizes the importance of self-determination for the child and suggests that interventions be developed within the context of daily routines and activities.”
 - Patient/client-related instruction is an essential intervention to “promote and optimize physical therapy services.”

Self-Determination and the ICF



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Developing Self-determination

School-Based PT Services



**Student-Directed
School-Based PT Services**

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Barriers to Student-Directed PT Services

1. Adults believe that minors:
 - Cannot make informed choices and decisions
 - Do not weigh risks and consequences
2. Needs of caregiver for absolute assurance for safety

Studies

- Nine y/o children made decisions similar to 21 y/o adults; however they are less competent in reasoning & understanding treatment information. 14 y/o children have the same reasoning and understanding as 21 y/o adults (Weithorn & Campbell, 1982)
- Students as young as 10 were able to identify risks & benefits of entering psychoeducational therapy (Kaser-Boyd, Adelman & Taylor, 1985)

Self-Determination Across the Lifespan

AGE

- | | |
|--------------------|---|
| 2-5 | ✓ Choice-making |
| 6-8 | ✓ Problem-solving
✓ Goal-setting & attainment with adult assistance
✓ Self-regulation |
| 9-11 | ✓ Goal setting & attainment with less adult assistance
✓ Decision-making with adult assistance
✓ Self-advocacy
✓ Better self-awareness and self-knowledge
✓ Better perception of control & efficacy |
| 12 & up | ✓ Decision-making
✓ All elements are coming together |

(Doll, Sands, Wehmeyer and Palmer, 1996)



SD Materials

- Modified SDLMI
- Speak Up!
- Students Leading IEP Meetings
- Progress Charts and Checklists



Self-Determined Learning Model of Instruction (SDLMI)

(from the works of Michael L. Wehmeyer and Susan B. Palmer, University of Kansas)

- Designed for teachers to help young students:
 - Self-direct learning
 - Develop abilities leading to later self-determination
- Can be used by parent or anybody working with the child
- May be utilized for children
 - with mild to severe disabilities
 - from kindergarten all the way through high school

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SDLMI

- Uses goal-setting and problem-solving approach
- Begins with talking
- 4 Activities (including 3 Phases):
 - Exploring My Interests
 - Phase 1: Set a Goal
 - Phase 2: Take Action
 - Phase 3: Adjust Goal

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SDLMI – Phase 1

The Self-Determined Learning Model
Exploring My Interests

What do I like to do at school and at home?

- Recess, PE
Write on chalkboard.
Playing on computer.
- Math
I love numbers
adding and subtracting.
- My resource room
playing on computer,
drawing.
- Ride the 4-wheeler
Eat and cook (I'm learning to cook).
- Play Nintendo w/
- Ride in the truck with my dad.

What do I want to learn?

- * Read better.
- Learn to write sentences faster.
- Learn multiplication.

Choose one box and start the Child Questions on the next page.

Phase 1, Set a Goal
Name Steve Date November 10

Problem to Solve: What is my goal?

1. What do I want to learn?

Read better.

2. What do I know about it now?

I know all the letter sounds, how to sound out words. I know a lot of sight words.

3. What must change for me to learn what I don't know?

I need to learn more sight words, more sounds. I need to practice more and read more books.

4. What can I do to make this happen?

Read a lot more books: one each week and learn two new words.

End of Phase 1... Go on to Phase 2.

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SDLMI – Phases 2 & 3

Phase 2, Take Action
 Name: Steve Date: November 15
 Problem to Solve: What is my plan?
 5. What can I do to learn what I don't know?
 I will read one new book each week, that is approved by my Teacher.
 6. What could keep me from taking action?
 • Bad mood
 • Sick
 • Dr. appointment
 • Watching too much TV
 7. What can I do to remove these barriers?
 Stay well, be in a good mood. Watch my time - don't waste it.
 8. When will I take action?
 Tomorrow.
 End of Phase 2... I will start working on my plan and then go on to Phase 3.

Phase 3, Adjust Goal
 Name: Steve Date: February 18
 Problem to Solve: What have I learned?
 9. What actions have I taken?
 I read one book every week and made a bookworm with new words I learned!
 10. What barriers have been removed?
 I pay attention and my reading is better.
 11. What has changed about what I don't know?
 I know more words.
 12. Do I know what I want to know?
 I've read lots of books.
 Here's how I feel about what I did!
 I can read harder books!
 I made a long bookworm of new words!

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Modified SDLMI

- modified by PTs for use by a PT
- **DO:**
 A PT may assist by:
 - explaining each question
 - providing examples
 - modifying questions and procedures
- **DON'T:**
 - a PT must not answer the items for the student

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Modified SDLMI

Name: _____ Grade: _____ Date: _____

To become interdependent, I need to be able to explore my interests, set my own goal, plan for action and assess how I did.
This worksheet will help me to do all of the above.

On this page, I will explore my interests!
What activities do I like to do?

What activities do I want to be able to do?

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Choose one and start the Child Questions in the next page.

Adapted from: Palmer and Wehmeyer (2002). A Parent's guide to the self-determined learning model for elementary school students

Name: _____ Grade: _____ Date: _____

Phase 1 - On this page, I will be setting my goal!

Question 1: What do I want to do? →

Question 2: What am I able to do right now? →

Question 3: What must change so I can do what I want to do? →

Question 4: What can I do to make this happen? →

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Modified SDLMI

Name: _____ Grade: _____ Date: _____

Phase 2 - On this page, I will plan to take action!

Question 1: What can I do to be able to _____? →

Question 2: What problems could stop me from taking action? →

Question 3: How do I fix these problems? →

Question 4: When will I start working on my goal? →

Name: _____ Grade: _____ Date: _____

Phase 3 - On this page, I will assess how I did!

Question 1: What actions have I taken to _____? →

Question 2: What problems were fixed? →

Question 3: What can I do now that I could not do before? →

Question 4: Did I reach my goal? →

This is how I feel about what I did!



Uses of the SDLMI

- **Long-term planning**
 - Life goals
 - Transition planning
 - IEP goals
- **Short-term planning**
 - Monthly goals, weekly goals, etc.
- **Treatment session**
 - Setting goal for treatment session, analyzing & performing the activity, assessing the results



Treatment Session: Questions to Ask

Start of Session	Taking Action	Assessment or End of Session
What mobility skills do I want to learn or to do?	What can I do to learn what I don't know now about how my disability affects my movement?	What actions have I taken?
How do I do the mobility goal now? what parts of the mobility skill do I need to work on?	What could keep me from taking action?	What barriers have been removed?
What must change for me to learn the mobility skills or tasks that I don't know now?	What can I do to remove barriers?	What has changed about what I don't know or can't do?
What can I do to make my mobility goal happen?	When will I take action?	Do I know what I want to know or do?

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Case Study - Fran

- 19 y/o
- 11th grade special education class
- Down's Syndrome, with moderate cognitive disabilities
- Attended work training program
- English is her 2nd language
 - required re-phrasing of questions
 - PT wrote down the answers she communicated verbally

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Fran – Explore My Interests

On this page, I will explore my interests!

What activities do I like to do?

Helping my mother around the house	Playing with my nieces and nephews	Going to the mailhouse and meal-packaging center (prevoc)
Doing my exercises on Friday	Reading, math, and spelling	

What activities do I want to be able to do?

Go up the stairs more easily	Keep up with my class when walking to mailhouse and meal packaging center	
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Fran – Phase 1

Phase 1 - On this page, I will be getting my goal!

Question 1: What do I want to do?	→ Walk to the mailhouse/food packing center faster so I can keep up with my class.
Question 2: What am I able to do right now?	→ Follow along but after 1-2 minutes I start to fall behind and become short of breath.
Question 3: What must change so I can do what I want to do?	→ Improve my endurance.
Question 4: What can I do to make this happen?	→ Practice walking outside each day. Endurance exercises.

After completing Phase 1, Fran's teacher pulled her PT aside and informed him that *"whatever you did, it worked!"*

Fran was very motivated all day.

In the meantime, Fran and her PT had not even created any action plan yet!

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Fran – Phases 2 & 3 (1 month later)

Phase 2 - On this page, I will plan to take action!

Question 1: What can I do to be able to walk and keep up with my classmates?	→ Set a goal and stay with the plan. Work together with my teachers and therapists.
Question 2: What problems could stop me from taking action?	→ Pain in my knee or legs. Bad weather outside.
Question 3: How do I fix these problems?	→ Try not to do too much at once. Practice walking program indoors when it's raining outside.
Question 4: When will I start working on my goal?	→ Thursday, March 18, 2010 (during physical therapy session).

Phase 3 - On this page, I will assess how I did!

Question 1: What actions have I taken to walk and keep up with my classmates?	→ Began an outdoor walking program – we walked a little further each time and measured progress with a stopwatch. I was ready to try my best each day.
Question 2: What problems were fixed?	→ When walking with my classmates I don't become short of breath as quickly as I did before.
Question 3: What can I do now that I could not do before?	→ Keep up with my class when walking to the mail house or meal packaging center without falling so far behind.
Question 4: Did I reach my goal?	→ Yes. (I still have more work to do because it's not always so easy to keep up).

This is how I feel about what I did!

I feel great and I love walking!

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Insights from Stanley

Phase 1 - On this page, I will be setting my goal!

Question 1: What do I want to do? → Go faster from the 1 floor to the 4 floor

Question 2: What problems could stop me from taking action? → Eating unhealthy
Not doing my exercises
Playing on my PSP

Question 4: When will I start working on my goal? → Start on Thursday to do exercises with Mr. Hemansu
Start on Friday 19 at home at 5:15 pm to take stairs

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Some Research on Efficacy of SDLMI

- 17 out of 19 students with severe disabilities showed increases in targeted behaviors such as job task performance, budgeting, personal hygiene and making transportation arrangements. (Agran et al, 2000)
- Even the youngest students (ages 5-6) were able to set goals and use the SDLM to achieve their goals. (Palmer and Wehmeyer, 2003)



Efficacy of the SDLMI

- Adolescents gaining transition-related goals
 - Students represented a variety of disability categories
 - Trained 21 teachers and 40 students
 - Goals surrounded employment, adult living, community/social skills
 - Results showed increase in target behaviors and maintenance in post-training phase
 - Students achieved as teachers expected
 - SDLMI flexibility with different ages and students with a variety of support needs.

(Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000)



Efficacy of the SDLMI

- College Students with Disabilities
 - Training modules (eight 90-minute sessions) incorporating the three-step SDLMI process for students with a variety of disabilities at VCU
 - Students had greater confidence in talking with professors about needed accommodations
 - Divided larger goals into smaller, more achievable parts.
 - Persistently worked on plans, used strengths, recognized and managed needs, and adjusted plans

(Finn, Getzel, & McManus, 2008)



***Speak Up!* Self Advocacy Worksheet**

Adapted from: *Who am I?* by Palmer and Wehmeyer (2002). *From A Parent's guide to the self-determined learning model for elementary school students*

- Self-reflection: describing myself
- Asking for help
- Asking a question

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Speak Up! – Describing Myself



My first name is:	My last name is:
Parent/Guardian's name(s):	
My brother(s) and sister(s) name(s):	
I live at:	
My phone number is:	

To become interdependent, I need to practice self-advocacy. Self-advocacy means speaking up for myself or for something I believe in. People who are self-advocates can communicate what they are feeling, thinking and what they want or need.

As a self-advocate, I can speak up to describe myself, to ask a question or to ask for help.

This worksheet will help me prepare to become a self-advocate.

Questions adapted from: Palmer and Wehmyer (2002). A Parent's guide to the self-determined learning model for elementary school students

I can speak up to describe myself to others!

Everybody's different. Everybody's better at some things than on others. What I like, what I am good at and what I need help with makes me unique.

Here is what I would say when somebody asks me the questions below:

"What activities do you like?"

"What activities can you do by yourself?"

"What activities do you need help with?"

"Everybody's different. What makes you different?"

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Speak Up! – Help/Questions

I can speak up to ask for help!

Everybody needs help sometimes. I help others and others help me.

Here is what I would say when somebody asks me the questions below:

"Name the people you help in school. What do you do for them?"

"In school, who can you ask when you need something?"

"Name the people you help at home or in your community. What do you do for them?"

"At home or in your community, who can you ask when you need something?"

"How do you ask people when you need something?"

I can speak up to ask a question!

Nobody knows everything. Asking questions can help me find an answer.

Here is what I would say when somebody asks me the questions below:

"When do you ask questions at school or at home?"

"What do you do to get people's attention when you have a question?"

"What do you do to communicate better?"

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Case Study: Cristina

- 11 y/o
- 4th grader in a general ed dual language class
- no diagnosis (IEP disability classification: OHI)
- receives OT, PT, SETSS, APE and 1:1 paraprofessional

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Cristina

I can speak up to describe myself to others!

*Everybody's different.
Everybody's better at some things than on others.
What I like, what I am good at and what I need help with makes me unique.*

Here is what I would say when somebody asks me the questions below:

"What activities do you like?"
I like playing outside and jumping rope.

"What activities can you do by yourself?"
**I can do everything by myself!
I do exercise, like jumping jacks by myself. I pick out my clothes every day, I walk to school by myself and at school I check my mailbox in my class all by myself.**

"What activities do you need help with?"
**I am not allowed to go places by myself
Also when I get pulled out of class I need help to catch up when I come back.**

"Everybody's different. What makes you different?"
I can't run that fast.

I can speak up to ask for help!

*Everybody needs help sometimes.
I help others and others help me.*

Here is what I would say when somebody asks me the questions below:

"Name the people you help in school. What do you do for them?"
**My teacher, Karen, with cleaning up the classroom and I am in charge of the prize closet.
My friends when Karen asks them to do something. I also get stuff for them.**

"In school, who can you ask when you need something?"
Karen (my teacher), Maria and Anne (my old teachers), Anita (my para), Carole (my IEP teacher) and my friends.

"Name the people you help at home or in your community. What do you do for them?"
**My mom with packages and with my brother Matthew.
My neighbor with walking and feeding their dog.**

"At home or in your community, who can you ask when you need something?"
My mom, aunt or grandfather (when he is around).

"How do you ask people when you need something?"
**"Can you please help me with this problem?"
"Can you please help me reach that plate"**

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Cristina

I can speak up to ask a question!
*Nobody knows everything.
 Asking questions can help me find an answer.*

Here is what I would say when somebody asks me the questions below:

"When do you ask questions at school or at home?"
*When I need help in school.
 At home when I can't reach something because in the kitchen
 everything is high up.*

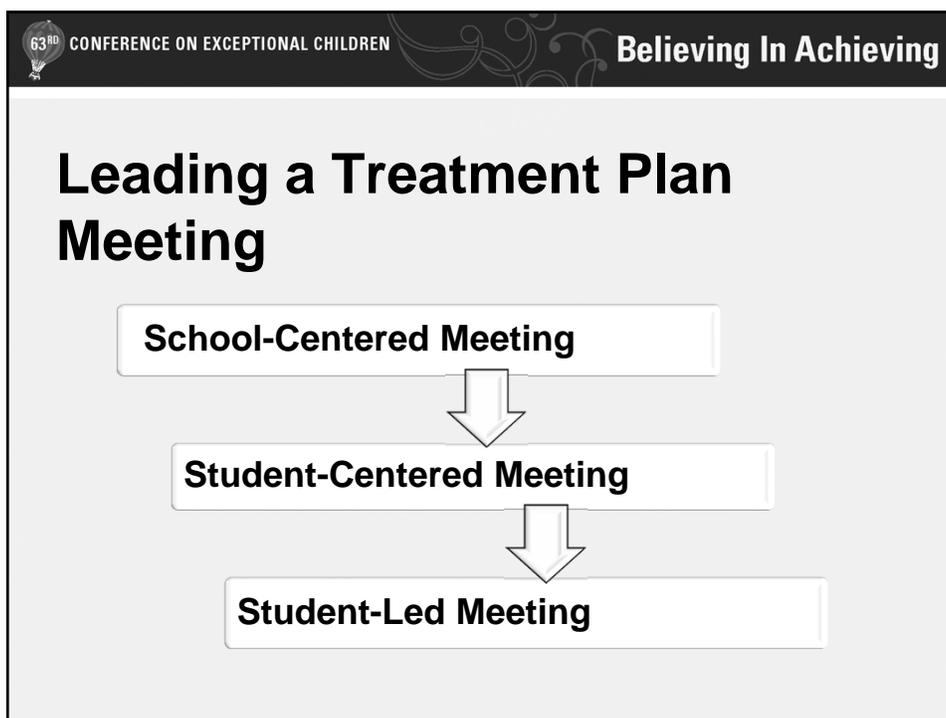
"What do you do to get people's attention when you have a question?"
*I say excuse me
 or I raise my hand at school.*

"What do you do to communicate better?"
*Say please and May I.
 I repeat and explain things and always say thank you!*

During the process of completing the worksheet, Cristina expressed that, in light of all the things that she can do for herself, she thinks she no longer needs a paraprofessional.

When her IEP meeting was conducted, her opinion was considered by the IEP team who proceeded to terminate her paraprofessional services.





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Example

- Lessons for Preparing a Student to Lead an IEP Meeting
 - Adapted from Jeanne E. Danneker’s “Lessons for Preparing Elementary Students to Lead the IEP Meeting”
 - Can start from 9 years of age

Danneker and Bottge (2009). *Benefits of and Barriers to Elementary Student-Led Individualized Education Programs*. Remedial and Special Education. 30;4 pp. 225-233

Student-Led IEP Meeting

Lesson One: What is an IEP?

- Every student who receives special education services has an Individual Education Program.
- It tells about the plan for your education for the present school year.
- A new plan is developed every year at an IEP meeting by a team.
- Your team is made up of people who are interested in your education.

Who is on your team?

_____	_____
_____	_____
_____	_____

You should invite these people to come to your next meeting. Your special education teacher is planning to have the meeting on _____. Fill out these invitations (next page) and give them to the people who are on your team.

- There are several parts to an IEP. Here are some of the most important ones for you to learn about:
 - Present levels of educational performance - In this section, your special education teacher writes down how you are doing in school at the present time, what you are good at, and what you need help with.
 - Goals and objectives - This is where your goals are written. Goals are the things you want to get better at; things you want to accomplish. Objectives are activities you do to help you reach your goals.
 - Special education and related services - This part tells what special services you will get from school (like help from your therapist, counselor, special education teacher, paraprofessional or others).

You will learn more about each of these in our next few lessons!



You're Invited

Please come to my
IEP Meeting

Date: _____
Time: _____
Location: _____

Thank You!

Student-Led IEP Meeting

Lesson Two: Present Levels of Performance

How Am I Doing in School?

What classes do you have in school this year?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What other school activities do you participate in?
(recess, playground, clubs, sports, etc.)

_____	_____
_____	_____
_____	_____

Put a star ☆ by your favorite subjects or activities.

Put a check ✓ by the ones that are hard for you.



Everybody is good at some things and not so good at others.

List the things you are good at:



List the things you need help with:

Tonight, take home the Parent Questionnaire and the Student Questionnaire. Fill these out with your parent and bring them back for our next lesson. See you then!

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Student-Led IEP Meeting



Parent Questionnaire
Individual Education Program
(IEP)

Student's name: _____ Grade: _____ Date: _____

Dear Parent/Guardian:

To help us prepare for your child's upcoming IEP meeting, please answer the following questions about your child. Your ideas are important.

My child's strengths are: _____

My concerns for my child are: _____

I would like my child to work on: _____

Other things I would like addressed on my child's IEP are: _____



Student Questionnaire
Individual Education Program
(IEP)

Name: _____ Grade: _____ Date: _____

Dear Student:

To help us prepare for your IEP meeting, please answer the following questions. The information you share is very important.

My strengths are: _____

Things I need help with are: _____

My goals for my new IEP are: _____

Things teachers/therapists do that are helpful are: _____

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Student-Led IEP Meeting

Lesson Three: Review My IEP

Where have I been?



Today you will look at your most current IEP.

First, discuss what it says about your present levels of performance. What did your IEP say about your performance? How have those things changed? Write down what you think.

Next, look at each goal. How did you do?

Goal 1:	Goal 4:
Goal 2:	Goal 5:
Goal 3:	Goal 6:

Lesson Four: Identify New Goals

Where am I going? How will I get there?



Goal 1: Things I want to do:

Goal 2: Things I want to learn:

Goal 3: Things I want to do better:

Sometimes teachers/therapists do special things to help students succeed. Here are some examples:

- Give extra time to complete a project
- Give you a checklist of things to do
- Seat you near the board
- Give you personalized equipment such as: _____

What are some of the things your teachers/therapists do that make it easier for you to meet your goals? What are some things you think might help?

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Student-Led IEP Meeting

Lesson Five: The IEP Meeting

How can I participate?

Today you will discuss the IEP meeting and write an outline of what you want to say at your meeting. We will make predictions about what your IEP team might say about you and your goals. As we discuss each part of your meeting, your teacher will write out the words you want to say. This will become your script to use at your real IEP meeting.

- ❖ What will you say to start your meeting (introductions/purpose)?
- ❖ What do you have to say about your present levels of performance?
- ❖ What was your first goal? How are you doing with it? How will you change this goal for your new IEP?
- ❖ Ask if anyone has anything to add. (What do you think they will say?)
- ❖ Talk about each one of your goals this way, asking your IEP team to say what they think about how you are doing.
- ❖ Explain what you think about how your teachers and others can help you reach your goals.
- ❖ Your special education teacher may have some things she needs to explain to everyone on your IEP team. When all the information has been shared and you have your new goals, you should end the meeting by thanking everyone. What will you say?

During this discussion the trainer creates a script with the student using her/his exact words. This should be typed so it is easy for the student to read and given to the student to practice.



Lesson Six: Practice for the meeting

I am ready!

During the last session have the student read the script and talk about how the meeting will go, when he/she should stop and ask others to share their ideas. Role play. Be as specific as possible.



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Michael's Script

I think my IEP has recorded my performance when I first came to P.S. 1. I do think at the beginning I had fine and gross motor problems in writing and walking. My mother has said I need help in fine and gross motor and I agree. I feel that I do have trouble manipulating small objects and balancing, but I feel I have made progress.

My first goal was in problem solving. I have gotten very far in it, for example earlier in the school year I was playing tag and I thought I was being cheated because my friends kept tagging me, we resolved the problem by not tagging the same people...

My fourth goal was to feed myself without spilling food. I have gotten very very very far in that because when I finish eating there is barely a spot of food on my clothes.

My final goal is to sit down without throwing myself. I do not throw myself down on the floor as often but from time to time I still do. I still do from time to time because I am tired and don't think before I do it. To improve I will think 'what will be the consequences' or 'should I do this' before I act."



Patricia Leading Her IEP Meeting

Patricia prepared to lead her own Annual Review meeting which made her very excited. She seemed to feel very empowered by the idea of being in charge of something school-related in which there were no other students involved. Both of her parents were present at the meeting.

When Patricia stated that she would like to improve her ability to shoot a basketball, her father lit up and said he is good at basketball and he will help her with this. When Patricia shared her desire to learn how to enter an already turning jump rope, her mother smiled and said that she had been very good at jumping rope and could help her with that.



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Progress Charts and Checklists

- Provides child the opportunity to develop
 - Self-awareness and Self-knowledge
 - Self-regulation
 - Self-observation
 - Self-evaluation
 - Self-reinforcement

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Progress Chart

Name of Student: John Doe

IEP GOAL: John will be able to ascend and descend 2 flights of stairs with reciprocal gait pattern at same speed as classmates when transitioning between classroom and lunchroom. (note: classmates average 83 s. ascending & 60 s. descending)

Outcome Measure*	BASELINE†	Month 2‡	Month 3‡	Month 4‡	Month 5‡	Month 6‡	Month 7‡	Month 8‡	Month 9‡	Month 10‡
TIME ASCENDING (in seconds)	189	166	132	112	127	106	102	92	84	88
RECS‡ (greater than 5 seconds) - ascending	5	5	4	3	4	2	1	0	0	0
TIME DESCENDING (in seconds)	109	97	92	82	88	75	83	85	89	81
RECS‡ (greater than 5 seconds) - descending	3	2	2	2	2	1	0	0	0	0
COMMENTS	steps pattern	reciprocal pattern	reciprocal pattern for ascending at least 1 flight	reciprocal pattern for ascending 2 flights	slower, is this due to writer block?	reciprocal pattern up and down stairs	reciprocal pattern up and down stairs	reciprocal pattern up and down stairs	reciprocal up and down stairs	reciprocal up and down stairs

*Time, Distance, Productivity, Standardized Assessment Values, or Other Numerical Values
 †Enter Date Rather than the measurements.
 ‡Re-measure once a month. Is the intervention causing positive change? Is the change carried over to actual class activities?

Month	Time Ascending (s)	RECS Ascending	Time Descending (s)	RECS Descending
1	189	5	109	3
2	166	5	97	2
3	132	4	92	2
4	112	3	82	2
5	127	4	88	2
6	106	2	75	1
7	102	1	83	0
8	92	0	85	0
9	84	0	89	0
10	88	0	81	0

- Student charts own progress
- Ask the student:
 - Is there progress?
 - Are you on track towards achieving goal?
 - What is working? What is not?
 - What can help you achieve your goals?

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Checklist

- Simpler way for child to track progress
- Limit questions to 3-5 items
- Therapist can chart the answers on a regular basis: e.g. weekly, monthly
- Ask the student:
 - Is there progress?
 - What is working? What is not?
 - What can help you achieve your goals?

FRAN'S CHECKLIST Date: _____

Walking to the pre-vocational training program:

___ I got there at the same time as my classmates.

___ I was not short of breath.

To get there, I stopped to rest this many times: ___

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SD Materials: Summary

Material	Elements of Self-Determination Addressed
Modified SDLMI	Choice-making, Decision-making, Goal setting, Problem-solving, Self-regulation, Self-awareness, Perception of control, Self-efficacy
Speak Up!	Self-advocacy, Self-awareness, Self-regulation, Problem-solving
Lessons for Leading an IEP Meeting	Leadership, Perception of control, Goal setting, Self-advocacy, Self-awareness
Progress Charts/Checklists	Self-awareness, Self-regulation, Problem-solving, Self-efficacy

Online Resources

Modified SDLMI, Speak Up!, Lessons for Preparing a Student to Lead an IEP Meeting

- <http://schools.nyc.gov/Offices/Health/Interdependence+and+Self-Determination.htm>

Self-Determination & SDLMI from the Beach Center

- http://www.beachcenter.org/education_and_training/self-determination/default.aspx

Self-Determination Assessments from Zarrow Institute

- <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html>

Can We Measure Self-Determination?



Self-Determination Measures

- AIR Self-Determination Assessment (free)
- The ARC self-Determination Scale (free)
- Choicemaker Self-Determination Assessment
- Field and Hoffman Self-Determination Assessment (free)

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html>

AIR Self-Determination Scale

- Use:
 - Assess and develop student profile
 - Identify areas of strength and limitations
 - Identify IEP goals; Develop strategies
- 2 Areas, 5 Sections, 6 Questions per Section:
 - Capacity – knowledge, ability, perception
 - Opportunities – at school, at home
- 3 Forms:
 - Student (4 Sections)
 - Educator (5 Sections)
 - Parent (3 Sections)
- It's Free!: <http://education.ou.edu/zarrow/?p=38&z=3>

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KNOWLEDGE of Self-Determination Behaviors

Thinking	1. Student knows own abilities and limitations. <i>Example:</i> James can identify his personal strengths and talents, such as his musical ability as well as areas in which he needs improvement, like his below average math problem-solving skills.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
	2. Student knows how to set expectations and goals that satisfy own interests and needs. <i>Example:</i> Lee wants to attend college and knows that to get good grades, she needs to work hard on her assignments and complete them on time.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Knowledge Total: Items 1+2						
Doing	3. Student knows how to make choices, decisions, and plans to meet own goals and expectations. <i>Example:</i> When making plans to meet her goals, Lynn knows how to identify various strategies, weigh the pros and cons, and follow through.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
	4. Student knows how to take actions to complete own plans successfully. <i>Example:</i> Kenneth knows how to follow through on a scheduled plan to complete his work accurately and on time.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Knowledge Total: Items 3+4						
Adjusting	5. Student knows how to evaluate results of actions to determine what was effective. <i>Example:</i> Germaine knows what questions to ask to find out how well she is doing.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
	6. Student knows how to change actions or plans to meet goals and satisfy needs and wants. <i>Example:</i> Jose understands that to get an A in math, he may need to study one hour every night; if that doesn't work he may have to work two hours every night; and if that doesn't work he may have to learn to study more effectively.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Knowledge Total: Items 5+6						

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ABILITY to Perform Self-Determination Behaviors

Thinking	1. Student expresses own interests, needs, and abilities. <i>Example:</i> Sarah communicates her athletic interest and talent in conversations, written journals, or participation in sports activities.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
	2. Student sets expectations and goals that will satisfy own interests needs, and wants. <i>Example:</i> Loving to spend time drawing and doing art, Daniel sets the goal of finding art classes that he can take after school once a week.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Ability Total: Items 1+2						
Doing	3. Student knows how to make choices, decisions, and plans to meet own goals and expectations. <i>Example:</i> Anna weighed the pros and cons of doing three types of history projects, chose to write a research report, outlined the report, and made a schedule for completing the report on time.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
	4. Student initiates actions on own choices and plans. <i>Example:</i> Ming begins work right away each time he gets an assignment or is asked by someone to help with a project.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Ability Total: Items 3+4						
Adjusting	5. Student gathers information on results of actions. <i>Example:</i> After completing her work, Theresa checks it for errors and asks others to look it over and make suggestions.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
	6. Student changes own actions or plans to satisfy expectations and goals, if necessary. <i>Example:</i> Ricardo tries different approaches to solve problems and to complete tasks that are difficult for him.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Ability Total: Items 5+6						

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PERCEPTION of Knowledge and Ability to Perform Self-Determination Behaviors

<p>1. Student feels free to express own needs, interests, and abilities, even when facing opposition from others. <i>Example:</i> Fran defends her needs and interests to anyone who questions them.</p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<p>2. Student feels free to set own goals and expectations, even if they are different from the expectations others have for the student. <i>Example:</i> Trevor does not feel constrained by others' opinions in setting goals and expectations for himself.</p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Perception Total: Items 1+2					
<p>3. Student feels free to make own choices, decisions, and plans to meet own goals and expectations. <i>Example:</i> Corine often considers her parents' suggestions when making choices and plans, but the final plans taken to meet her goals are her own.</p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<p>4. Student feels confident about being able to successfully complete own plans. <i>Example:</i> When Nicholas schedules his own activities, he is confident he can complete them accurately and on time.</p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Perception Total: Items 3+4					
<p>5. Student is confident about using feedback to evaluate results of own work. <i>Example:</i> Amanda is confident that she will be able to benefit from the feedback she receives from her parents, teachers, and peers.</p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<p>6. Student changes plans again and again to meet a goal without getting discouraged. <i>Example:</i> Levar is motivated to work on a project as long as it takes, using whatever approaches are necessary, to get it right.</p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Perception Total: Items 5+6					

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OPPORTUNITY To Perform Self-Determination Behaviors AT SCHOOL

<p>1. Student has opportunities at school to explore, express, and feel good about own needs, interests, and abilities. <i>Example:</i> Christine's teachers encourage her to talk about her athletic interests and abilities and about what sports activities she wants to do.</p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<p>2. Student has opportunities at school to identify goals and expectations that will meet his or her needs, interests, and abilities; to set these goals; and to feel good about them. <i>Example:</i> Troy's teachers let him know that he is responsible for setting his own goals to get his needs and wants met.</p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Opportunity at School Total: Items 1+2					
<p>3. Student has opportunities at school to learn about making choices and plans, to make them, and to feel good about them. <i>Example:</i> Shebra's teachers allow her to make her own choices and plans for school assignments, family chores, and leisure activities.</p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<p>4. Student has opportunities at school to initiate actions to meet expectations and goals. <i>Example:</i> Manuel's teachers tell him that he is responsible for scheduling study time and for handing in assignments on time.</p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Opportunity at School Total: Items 3+4					
<p>5. Student has opportunities at school to get results of actions taken to meet own plans. <i>Example:</i> Michelle's teachers are available to give feedback on projects whenever she needs it.</p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<p>6. Student has opportunities at school to change actions and plans to satisfy own expectations. <i>Example:</i> Laurent's teacher encouraged him to take his time and to revise his work as often as necessary to satisfy his own expectations.</p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Opportunity at School Total: Items 5+6					

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OPPORTUNITY To Perform Self-Determination Behaviors AT HOME

<p>1. Student has opportunities at home to explore, express, and feel good about own needs, interests, and abilities. <i>Example: Maria's parents encourage her to talk about her athletic interests and abilities and about what sports activities she wants to do.</i></p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<p>2. Student has opportunities at home to identify goals and expectations that will meet his or her needs, interests, and abilities; to set these goals; and to feel good about them. <i>Example: Roberto's parents let him know that he is responsible for setting his own goals to get his needs and wants met.</i></p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Opportunity at Home Total: Items 1+2					
<p>3. Student has opportunities at home to learn about making choices and plans, to make them, and to feel good about them. <i>Example: Kelly's parents allow her to make her own choices and plans for school assignments, family chores, and leisure activities.</i></p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<p>4. Student has opportunities at home to initiate actions to meet expectations and goals. <i>Example: Anthony's parents tell him that he is responsible for scheduling study time and for handing in assignments on time.</i></p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Opportunity at Home Total: Items 3+4					
<p>5. Student has opportunities at home to get results of actions taken to meet own plans. <i>Example: Thy's parents are available to give feedback on projects whenever she needs it.</i></p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
<p>6. Student has opportunities at home to change actions and plans to satisfy own expectations. <i>Example: Stacy's parents encourage him to take his time and to revise his work as often as necessary to satisfy his own expectations.</i></p>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
Opportunity at Home Total: Items 5+6					

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The AIR Self-Determination Profile Educator Form

The form consists of five bar charts, each with a vertical axis from 0 to 10. The first three charts are for 'Think Do Adjust' categories: Knowledge (8 5 3), Ability (6 5 3), and Perception (5 6 4). The last two charts are for 'Think Do Adjust' categories: Opportunity at School (4 4 3) and Opportunity at Home (4 3 3). Below each chart is a box containing the sum of its three bars. A large vertical bar on the right shows the total score of 66, with a percentage scale from 0% to 100% on the right side.

Student name: Pat Reed Date: 1/19/95

Level of Self-Determination: **66** (Write sum in box and mark in column.)

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Concerns and Challenges (?)

- School staff
- Parents
- Time

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Group Activity

Case Study:
Self-determination element child/youth needs to develop: Choice-making Decision-making Problem-solving Goal setting Self-regulation Leadership Self-advocacy Self-awareness Self-Efficacy Perception of Control
Which material is appropriate? SDMI Speak Up! Child-Led Treatment Plan Meeting Charts/Checklists
Who will be involved in the implementation?
How will the material be implemented? How will it be incorporated into your PT treatment/session?
Obstacles to implementing use of material:
Ways to address obstacles:

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SHERATON FOUR SEASONS | KOURY CONVENTION CENTER | GREENSBORO, NC

**Research Results from NYC Outcomes**

Presenters: Adina Itzkowitz MS, PT¹
Goldie Weingarten MS, PT¹

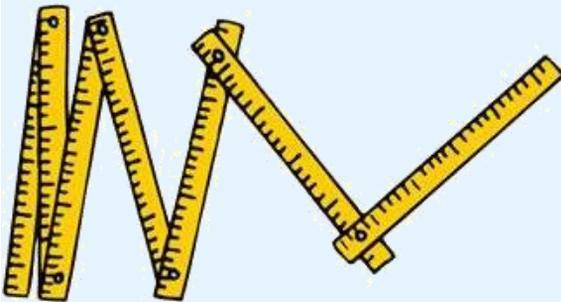
Frank Covino MS, PT¹
Maura Doyle PT, DPT, PCS¹
Michael Lieberstein PT¹
Carlo Vialu PT¹
Sandra Kaplan PT, DPT, PhD²

¹ New York City Department of Education

² Rutgers, The State University of NJ

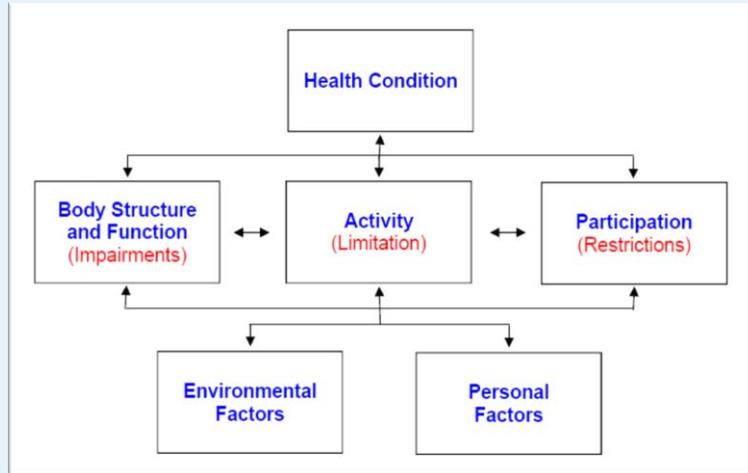
 PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction :: Exceptional Children Division

NOVEMBER 20-22, 2013

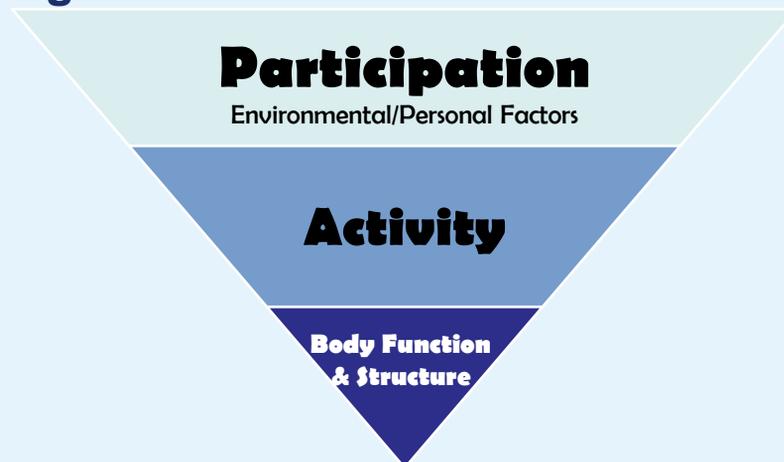
63RD CONFERENCE ON EXCEPTIONAL CHILDREN**Believing In Achieving****MEASURE UP!**

Expanding the
Norms of 5
Functional Gross
Motor Tests

ICF



Top-down Assessment Using the ICF Levels



ICF - Activity

Tests and Measures

- Timed Up and Down Stairs (TUDS)
- Timed Up and Go (TUG)
- Bruininks-Oseretsky Test (BOT-2)
- Gross Motor Function Measure (GMFM)
- Peabody (PDMS-2)
- Movement ABC (MABC-2)
- Test of Gross Motor Development (TGMD-2)
- Functional Independence Measure for Children (WeeFIM)
- Miller Assessment
- Pediatric Evaluation of Disability Inventory (PEDI)
- Standardized Walking Obstacle Course (SWOC)
- 30 second Walk Test (30sWT)
- Shuttle Run (SR)
- And many others...

ICF – Body Function and Structure

Tests and Measures

- Manual Muscle Testing (MMT)
- Range of Motion (ROM)
- Tardieu Test
- Energy Expenditure Index (EEI)
- Shuttle Run
- 6-Minute Walk Test (6MWT)
- Pediatric Balance Scale (PBS)
- Pediatric Reach Test (PRT)
- Tests of Visual Motor Skills (TVMS-3)
- Straight Leg Test
- Ashworth Scale
- And many others...



ICF - Participation

Tests and Measures

- School Function Assessment (SFA)
- Canadian Occupational Performance Measure (COPM)



Challenges when Assessing Activity and Body Function & Structure Level

1. Lack of social context and relevance to actual school activities
2. Cost in time and materials to administer tests

Solution!

Determine which tests:

- Are functional
- Can be conducted in the natural environment
- Use equipment already available to the PT
- Can be modified
- Can be completed quickly

Which tests did we pick?

- Timed Up and Go (TUG)
- Timed Floor to Stand (TFTS)
- Timed Up and Down Stairs (TUDS)
- 30 Second Walk Test (30SW)
- Shuttle Run (SR)

Why did we choose these 5 tests?

- Easy to administer
- Cost effective
- Quick to administer
- Mimic daily school activities
- Minimal equipment

Need to expand the norms:

- Sample sizes for prior studies are small
- Samples are not from NYC urban population
- Change procedures
 - Child friendly
 - Adaptable to the school environment

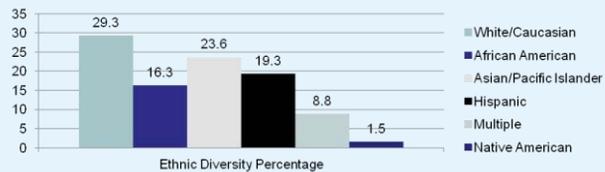


Sample

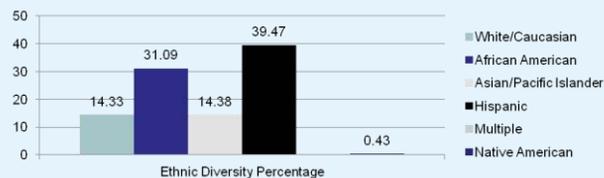
- 138 schools contacted, 26 agreed, 21 participated, 5 eliminated due to insufficient returns
- 1209-1483 students tested depending on the test
- 5 PT coordinated the study with 5 additional PTs on call to assist as needed



Sample



NYC DOE Population



Study Protocol

- Meet with principal
- Consent forms distributed
- Consent forms collected
- Schedule created
- Students brought to testing area and sign Assent forms
- All 5 tests completed at each school on either 1 or 2 days depending on number of participants
- Testing time was according to school schedule- students missed 1 period on the day of testing

Timed Up and Go (TUG) ^{2,3}

- Equipment: Stopwatch, bench, tape or other marker.
- Set Up: Place 2 pieces of tape 9ft 10in apart, with one strip in front of bench and opposite strip at least 3ft from wall.
- Starting position: Student sits on bench with knees and hips bent 90°, feet flat on floor.
- Directions: “When I say go, stand up, walk to the line, turn around, walk back to the bench and sit down. Walk, don’t run. 1,2,3 go.”
- Scoring: Timed from “go” cue until student’s bottom touches the bench.
- Redo: Student doesn’t cross the line, runs, falls.
- Assesses: Gait speed, postural sway, functional mobility, balance; mobility functional skill and mobility caregiver assistance sections of the PEDI



Preliminary Norms for the TUG

Age	5yr	6yr	7yr	8yr	9yr	10yr	11yr	12yr	13yr	14yr
Mean	7.03	6.78	6.77	6.34	6.21	6.24	6.44	6.69	7.03	6.83
SD	1.27	1.17	1.16	1.17	1.01	0.96	0.89	0.92	0.97	1.04
N= 1483	193	243	218	197	201	178	91	110	43	9



Timed Floor to Stand ⁴

- Equipment: Stopwatch, tape measure, tape or other marker.
- Set Up: Place 2 pieces of tape 3 meters (9ft 10in) apart.
- Starting position: Student sits on floor in a cross-legged position behind the tape.
- Directions: "When I say go, stand up, walk to the line, turn around, walk back to the starting line, and sit back down with your legs crossed (9-14y/o), or criss-cross applesauce (5-8 y/o). Walk, don't run. 1,2,3 go."
- Scoring: Timed from "go" until student sits criss-cross on floor behind the tape with legs quiet.
- Redo: Student doesn't return to criss-cross position, runs, falls.
- Assesses: Transitions, balance, motor planning, coordination.

Preliminary Data for the TFTS

Age	5yr	6yr	7yr	8yr	9yr	10yr	11yr	12yr	13yr	14yr
Mean	8.92	8.55	8.40	7.90	7.97	7.95	8.08	8.22	8.86	8.27
SD	0.13	0.10	0.11	0.12	0.10	0.10	0.14	0.12	0.24	0.44
N=1459	191	237	208	194	200	175	96	108	39	11

Timed Up and Down Stairs (TUDS) ²

- Equipment: Stopwatch, measuring tape, flight of stairs (14 steps).
- Set-up: Place tape one foot from the bottom step.
- Starting Position: Student wears shoes but no orthotics. Student stands behind the tape in front of the stairs.
- Directions: "When I say go, quickly, but safely, go up the stairs, turn around on the landing, and come right back down. 1, 2, 3, go."
- Scoring: Time from go until both feet reach the bottom of the stairs.
- Redo: Student walks sideways, stops on the landing and needs cues to come down, falls.
- Assesses: Gait speed, stride length, fall risk, flexibility (ankle), fitness.

Preliminary Data for the TUDS

Age	5yr	6yr	7yr	8yr	9yr	10yr	11yr	12yr	13yr	14yr
Mean Per step	0.90	0.80	0.72	0.66	0.62	0.59	0.56	0.507	0.57	0.55
SD	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.02
N=14 67	194	241	213	194	200	175	93	103	43	11

Thirty-Second Walk Test ^{5,6}

- Equipment: Stopwatch, tape measure, measuring wheel, 4 cones, tape or other marker, open area with a perimeter of at least 200 ft.
- Set-up: Demarcate a walking course using tape, making sure to round off the corners (place tape in arc starting 8 ft from the corner). Place a piece of tape on the floor for a starting position. Place a cone at each corner to demarcate.
- Starting Position: Student stands with feet behind the starting line.
- Directions: "When I say 'go', walk around the gym, at a natural and comfortable pace (9-14 y/o) or like a line leader (5-8 y/o) until I say 'freeze'. Keep within the cones. Walk, don't run. 1, 2, 3, go."
- Scoring: At the end of 30 seconds, place tape at the most advanced part of the foot in contact with the floor. Measure the distance from the starting line to the end tape using the measuring wheel.
- Redo: Student runs or falls.
- Asses: Gait speed, endurance, functional mobility.



Preliminary Data for the 30SW

Age	5yr	6yr	7yr	8yr	9yr	10yr	11yr	12yr	13yr	14yr
Mean	127.92	140.11	141.78	149.62	152.37	162.86	159.07	151.63	148.85	146.18
SD	24.05	20.60	18.43	21.36	18.82	18.77	18.30	19.17	16.71	13.44
N=1209	136	188	172	151	177	158	78	100	41	8



Shuttle Run ⁴

- Equipment: Stopwatch, tape measure, 2 cones, 2 blocks, tape or other marker.
- Set-up: Mark off 30 ft with 2 pieces of tape (~3 ft long), place a cone at the corners of the taped lines, and place 2 blocks behind one of the taped lines.
- Starting Position: Stand with one or two feet behind the start line (the taped line opposite the one with the blocks).
- Directions: "When I say 'go', run, pick up a block, run back, put the block behind the starting line, then run, pick up the second block, and run back and put it behind the starting line. Don't throw the blocks. 1, 2, 3, go."
- Scoring: Time from 'go' until the second block is placed on the floor.
- Redo: Student throws the blocks, does not place the blocks behind the start line, needs cue to return for the second block, falls.
- Assess: Running speed, agility, coordination.



Preliminary Data for the SR

Age	5yr	6yr	7yr	8yr	9yr	10yr	11yr	12yr	13yr	14yr
Mean	17.17	16.38	16.21	14.70	14.39	13.92	13.57	13.72	14.04	12.36
SD	0.25	0.12	0.14	0.13	0.11	0.12	0.19	0.23	0.26	0.44
N= 1293	178	226	196	159	189	164	77	65	32	7



Group Activity

Let's try out
the tests!



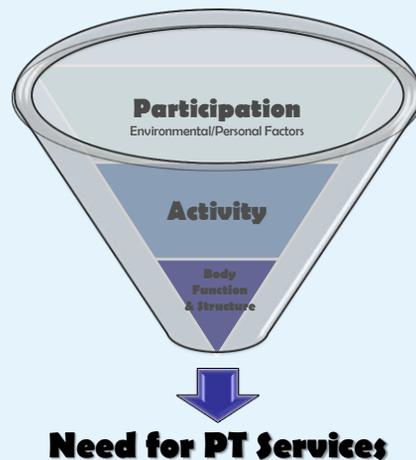
3 Ways of Utilizing the Tests

1. Determining need for services
2. Monitoring student's progress
3. Assessing efficacy of treatment



1. Determining Need for Services

An evaluating therapist can use data gathered amongst the 3 ICF levels to determine appropriateness and need for PT services



1. Determining Need for Services

Case Study #1:

Johnny is a 7 year old boy in a general education 1st grade class. He was evaluated by a school-based PT secondary to his teachers report that he is always left behind when walking between the classroom (1st floor) and gym (3rd floor). The PT observed Johnny during this transition and found that Johnny lags behind his class a full flight of stairs and requires 1 verbal cue per flight to keep pace. The PT then utilized the TUDS. Johnny performed the TUDS and went up/down a 14 stair flight in 15.34 sec or 1.10 sec/step and walked 161.43 feet during the 30SW test.

- How would you interpret this data?
- What does Johnny need to succeed in the school environment?
- Is PT the appropriate service?

2. Monitoring Student's Progress

- i. Choose an IEP goal that PT is addressing
- ii. Choose a standardized test and measure that is appropriate for the IEP goal
- iii. Measure baseline
- iv. Create a "mini" PT goal based on the IEP goal and the chosen test and measure
- v. Monitor progress on a regular basis

2. Monitoring Student's Progress

For example:

George (6 y/o) has an IEP goal of transitioning between his chair and the rug for circle time in a timely manner.

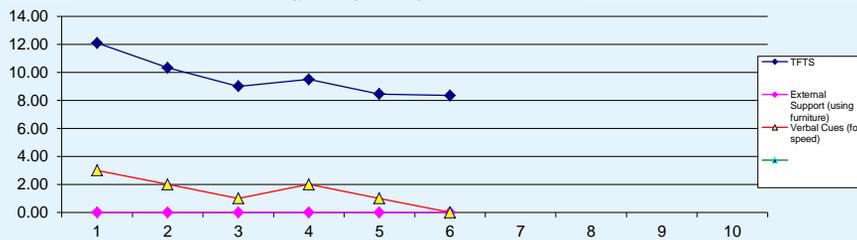
- Choose the Timed Floor to Stand
- Measure baseline data
- Set a goal
- Create a chart!
- Re-test George every 2 weeks

Evidence Based Practice

Name of Student: George

Outcome Measure*	BASELINE*	Month 2*	Month 3*	Month 4*	Month 5*	Month 6*	Month 7*	Month 8*	Month 9*	Month 10*
IEP GOAL: George will be able to transition safely and independently to and from circle time, in time with her peers in order to be ready to learn.										
TFTS	12.09	10.32	9.00	9.50	8.45	8.34	GOAL MET			
External Support (using furniture)	yes	yes	yes	yes	no	no				
Verbal Cues (for speed)	3	2	1	2	1	0				
COMMENTS	TFTS 6 y/o Mean: 8.55 +/- 3.10 after winter recess									

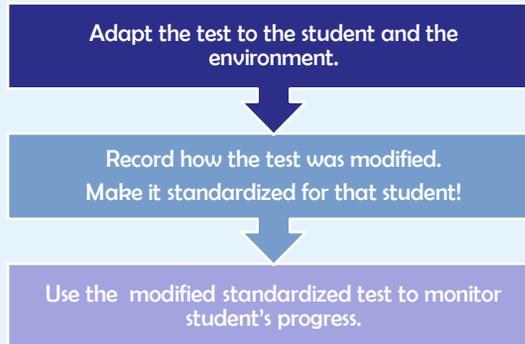
*Time, Distance, Productivity, Standardized Assessment Values, or Other Numerical Values
 *Enter Date, Gather baseline measurements.
 *Re-measure once a month. Is the intervention causing positive change? Is the change carried over to actual class activities?





2. Monitoring Student's Progress

You can also make the test more relevant by following the steps below:



*Caution: Do not use available norms when interpreting results of a test that you modified.



3. Assessing Efficacy of Treatment

- i. Choose a therapeutic intervention that addresses student's IEP goal.
- ii. Choose a standardized test and measure that is appropriate
- iii. Measure baseline
- iv. Create a "mini" PT goal specific to the IEP goal, the intervention and the chosen test
- v. Monitor progress on a regular basis



Documenting Tests and Measures

- Relate! Relate! Relate!
- Correlate results with actual school function

Example: Johnny performed the Timed Up and Down Stairs in 1.10 seconds per step. This is significantly slower than the average 7 year old who walks up and down the stairs in .72 sec/step \pm 0.01 sec. This correlates to the student's difficulty when transitioning on the stairs between classes.



Keep Up to Date

- New studies are always coming out, some with bigger samples; others pertain to performance of children with specific diagnosis, or from specific geographic area (e.g. rural vs. urban community).
- Always refer to the most up to date data that relates most closely to the population you are testing!

Thank you!

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4. **A physical performance measure for individuals with mucopolysaccharidosis type I,** *Developmental Medicine and Child Neurology*, 2006, Haley et al, 576-581.
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