Taking Charge!
Self-Determination Strategies for Students with Disabilities

Carlo Vialu, PT

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
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

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., & Schwartz, 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
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?

Self-Determination Skills and Intervention Strategies
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)

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

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


Wehmeyer and Schalock (2001). Self-determination and quality of life: implications for special education services and supports. Focus on Exceptional Children


Self-Determination and School-based PT
Is self-determination within the scope of PT?

  - “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
Developing Self-determination

School-Based PT Services

↓

Student-Directed
School-Based PT Services

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

<table>
<thead>
<tr>
<th>AGE</th>
<th>Choice-making</th>
<th>Problem-solving</th>
<th>Goal-setting &amp; attainment with adult assistance</th>
<th>Self-regulation</th>
<th>Goal setting &amp; attainment with less adult assistance</th>
<th>Decision-making with adult assistance</th>
<th>Self-advocacy</th>
<th>Better self-awareness and self-knowledge</th>
<th>Better perception of control &amp; efficacy</th>
<th>Decision-making</th>
<th>All elements are coming together</th>
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(Doll, Sands, Wehmeyer and Palmer, 1996)
Self-Determination: From Abstraction to Concrete Ideas

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
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

SDLMI – Phase 1

The Self-Determined Learning Model
Exploring My Interests

- What do I like to do at school and at home?
- How I like to learn
- What I can do better

Choose one box and start the Child Questionnaire on the next page.
**SDLMI – Phases 2 & 3**

- modified by PTs for use by a PT

**DO:**
- explaining each question
- providing examples
- modifying questions and procedures

**DON’T:**
- a PT must not answer the items for the student
Modified SDLMI

To become interdependent, I need to be able to explore my interests, set my own goals, 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?

Question 1: What can I do to be interdependent?

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

Question 3: How do I fix these problems?

Question 4: What will help me work on my goal?

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

Question 1: What didn’t want to do?

Question 2: What am I doing right now?

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

Question 4: What can’t I make this happen?

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

Question 1: What actions have I taken?

Question 2: What problems were fixed?

Question 3: What can I change so I could not do what I did?

Question 4: What will help me stay on my goal?

This is how I feel about what I did.

Question 5: What will help me work on my goal?
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

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

Fran – Explore My Interests

On this page, I will explore my interests!

What activities do I like to do?

<table>
<thead>
<tr>
<th>Helping my mother around the house</th>
<th>Playing with my nieces and nephews</th>
<th>Going to the mailhouse and meal-packaging center (prevoc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing my exercises on Friday</td>
<td>Reading, math, and spelling</td>
<td></td>
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</tbody>
</table>

What activities do I want to be able to do?

<table>
<thead>
<tr>
<th>Go up the stairs more easily</th>
<th>Keep up with my class when walking to mailhouse and meal packaging center</th>
</tr>
</thead>
</table>
Fran – Phase 1

After completing Phase I, 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!

Fran – Phases 2 & 3 (1 month later)

Set a goal and stay with the plan. Work together with my teachers and therapists.

Pain in my knee or legs. Bad weather outside.

Try not to do too much at once. Practice walking program indoors when it’s raining outside.

Thursday, March 18, 2010 (during physical therapy session).

This is how I feel about what I did: I feel great and I love walking!
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 3: When will I start working on my goal?
Start on Thursday to do exercises with Mr. Hernandez
Start on Friday at home at 5:15 pm to take stairs

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!

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
Speak Up! – Describing Myself

My full name is: __________________________
My first name is: _________________________
Parents/guardian’s name(s): _______________________
My brother(s) and sister(s) names: _______________________
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.

Speak Up!
(Self-advocacy, 1999)

I can speak up to describe myself to others!

Everybody’s different!

Everybody is 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?”

Speak Up! – Help/Questions

I can speak up to ask for help!

Everybody needs help sometimes. 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?”

“Or 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?”

“Ask home or in your community, who can you ask when you need something?”

“When 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?”

“What do you do to think more?”

“What do you do to answer questions better?”
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

Cristina

I can speak up to describe myself to others!

Everybody’s different. Everybody’s better at some things than 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 do outside?
I like playing outside and jumping rope.

What activities can you do by yourself?
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 mail box 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 is different. What makes you different?
I can’t run that fast.

I can speak up to ask for help!

Everybody needs help sometimes. Help others and others help me.
Here is what I would say when somebody asks me the questions below.

Who do people in my school ask when they need something?
Katie (my teacher), Maria (my old teachers), Anita (my aunt), Camila (my IEP teacher) and my friends.

Who do you need help from?
In school, who can you ask when you need something?
Katie (my teacher), Maria (my old teachers), Anita (my aunt), Camila (my IEP teacher) and my friends.

Ask 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 place?"
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.
Leading a Treatment Plan Meeting

- School-Centered Meeting
- Student-Centered Meeting
- Student-Led Meeting

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; professional or others).

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

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Student-Led IEP Meeting

Lesson Two: Present Levels of Performance

How Am I Doing in School?

What classes do you have this year?

What other school activities do you participate in?

(art, playground, clubs, sports, etc.)

Put a star ⭐ by your favorite subjects or activities.

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

List the things you are good at:

List the things you need help with:

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

33
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:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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 level of performance. What did your IEP say about your performance? How have these things changed? Write down what you think.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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

Goal 1: ____________________________

Goal 2: ____________________________

Goal 3: ____________________________

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/homeschools do special things to help students succeed. Here are some examples:

- Did some free to complete project
- Did you practice a lot of things to do
- Work on special medical equipment
- Left the school

What are some of the things your teacher/homeschool do that make it easier for you to meet your goals? What are some things you think might help?
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.
Progress Charts and Checklists

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

Progress Chart

- 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?
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

<table>
<thead>
<tr>
<th>Material</th>
<th>Elements of Self-Determination Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified SDLMI</td>
<td>Choice-making, Decision-making, Goal setting, Problem-solving, Self-regulation, Self-awareness, Perception of control, Self-efficacy</td>
</tr>
<tr>
<td>Speak Up!</td>
<td>Self-advocacy, Self-awareness, Self-regulation, Problem-solving</td>
</tr>
<tr>
<td>Lessons for Leading an IEP Meeting</td>
<td>Leadership, Perception of control, Goal setting, Self-advocacy, Self-awareness</td>
</tr>
<tr>
<td>Progress Charts/Checklists</td>
<td>Self-awareness, Self-regulation, Problem-solving, Self-efficacy</td>
</tr>
</tbody>
</table>
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](http://schools.nyc.gov/Offices/Health/Interdependence+and+Self-Determination.htm)

Self-Determination & SDLMI from the Beach Center

Self-Determination Assessments from Zarrow Institute

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
### PERCEPTION of Knowledge and Ability to Perform Self-Determination Behaviors

<table>
<thead>
<tr>
<th>1. Student feels free to express own needs, interests, and abilities, even when facing opposition from others.</th>
<th>Score: 3</th>
<th>Score: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Almost Never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Example:** Trent feels free to express his needs and interests to anyone who questions him.

### Opportunity to Perform Self-Determination Behaviors AT SCHOOL

<table>
<thead>
<tr>
<th>1. Student has opportunities at school to explore, express, and feel good about own needs, interests, and abilities.</th>
<th>Score: 3</th>
<th>Score: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Almost Never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Example:** Christian's teacher encourages him to talk about his athletic interests and abilities.

<table>
<thead>
<tr>
<th>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.</th>
<th>Score: 3</th>
<th>Score: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Almost Never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Example:** Tony's teacher lets him know that he is responsible for setting his own goals to get his work done.

<table>
<thead>
<tr>
<th>3. Student has opportunities at school to learn about making choices and plans, to make them, and to feel good about them.</th>
<th>Score: 3</th>
<th>Score: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Almost Never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Example:** Sarah's teacher helps her to make her own choices and plans for school assignments.

<table>
<thead>
<tr>
<th>4. Student has opportunities at school to initiate action and make choices.</th>
<th>Score: 3</th>
<th>Score: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Almost Never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Example:** Manuel's teachers tell him that he is responsible for establishing study time and for handing in assignments on time.

<table>
<thead>
<tr>
<th>5. Student has opportunities at school to get results of actions taken to meet own plans.</th>
<th>Score: 3</th>
<th>Score: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Almost Never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Example:** Michelle's teachers are available to give feedback on projects whenever she needs it.

<table>
<thead>
<tr>
<th>6. Student has opportunities at school to change actions and plans to satisfy own expectations.</th>
<th>Score: 3</th>
<th>Score: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Almost Never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Example:** Lauren's teacher encouraged him to take his time and to revise his work as often as necessary to satisfy his own expectations.
Believing In Achieving

OPPORTUNITY To Perform Self-Determination Behaviors AT HOME

1. Student has opportunities at home to explore, express, and feel good about own needs, interests, and abilities.
   
   Example: Max’s parents encourage him to talk about his athletic interests and abilities and about what sports activities he wants to do.

<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Almost Always</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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.
   
   Example: Roberto’s parents let him know that he is responsible for setting his own goals to get his grades and write papers.

<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Almost Always</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Student has opportunities at home to learn about making choices and plans, to make them, and to feel good about them.
   
   Example: Kelly’s parents allow her to make her own choices and plans for school assignments, family chores, and leisure activities.

<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Almost Always</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. Student has opportunities at home to initiate actions to meet expectations and goals.
   
   Example: Anthony’s parents will help him if he is responsible for scheduling study time and for handing in assignments on time.

<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Almost Always</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

5. Student has opportunities at home to use the results of actions taken to meet own plans.
   
   Example: They’re parents are available to give feedback on projects whenever she needs it.

<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Almost Always</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6. Student has opportunities at home to change actions and plans to satisfy own expectations.
   
   Example: Tony’s parents encourage him to take his time and to see his work as a process necessary to satisfy his own expectations.

<table>
<thead>
<tr>
<th>Never</th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Almost Always</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

The AR Self-Determination Profile

Educator Form

- Opportunity to Learn
- Opportunity to Act
- Opportunity to Participate
- Opportunity to Share

Total

Knowledge
Ability
Perception

Capacity + Opportunity = Level of Self-Determination

Student name: [Surname]

Date: [Date]
Concerns and Challenges (?

- School staff
- Parents
- Time

Group Activity

<table>
<thead>
<tr>
<th>Case Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-determination element: child/youth needs to develop:</td>
</tr>
<tr>
<td>Choice-making</td>
</tr>
<tr>
<td>Self-regulation</td>
</tr>
<tr>
<td>Self-Efficacy</td>
</tr>
<tr>
<td>Which material is appropriate?</td>
</tr>
<tr>
<td>SExAR</td>
</tr>
<tr>
<td>Who will be involved in the implementation?</td>
</tr>
<tr>
<td>How will the material be implemented? How will it be incorporated into your PT treatment/session?</td>
</tr>
<tr>
<td>Obstacles to implementing use of material</td>
</tr>
<tr>
<td>Ways to address obstacles:</td>
</tr>
</tbody>
</table>
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

MEASURE UP!

Expanding the Norms of 5 Functional Gross Motor Tests
ICF

Top-down Assessment Using the ICF Levels

Participation
Environmental/Personal Factors

Activity

Body Function & Structure
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

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

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

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

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

### 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

<table>
<thead>
<tr>
<th>Age</th>
<th>5yr</th>
<th>6yr</th>
<th>7yr</th>
<th>8yr</th>
<th>9yr</th>
<th>10yr</th>
<th>11yr</th>
<th>12yr</th>
<th>13yr</th>
<th>14yr</th>
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<tbody>
<tr>
<td>Mean Per step</td>
<td>0.90</td>
<td>0.80</td>
<td>0.72</td>
<td>0.66</td>
<td>0.59</td>
<td>0.56</td>
<td>0.507</td>
<td>0.57</td>
<td>0.57</td>
<td>0.55</td>
</tr>
<tr>
<td>SD</td>
<td>0.01</td>
<td>0.01</td>
<td>0.01</td>
<td>0.01</td>
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<td>0.02</td>
</tr>
<tr>
<td>N=14</td>
<td>67</td>
<td>241</td>
<td>213</td>
<td>194</td>
<td>200</td>
<td>175</td>
<td>93</td>
<td>103</td>
<td>43</td>
<td>11</td>
</tr>
</tbody>
</table>

Thirty-Second Walk Test

- 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

<table>
<thead>
<tr>
<th>Age</th>
<th>5yr</th>
<th>6yr</th>
<th>7yr</th>
<th>8yr</th>
<th>9yr</th>
<th>10yr</th>
<th>11yr</th>
<th>12yr</th>
<th>13yr</th>
<th>14yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>127.92</td>
<td>140.11</td>
<td>141.78</td>
<td>149.62</td>
<td>152.37</td>
<td>162.86</td>
<td>159.07</td>
<td>151.63</td>
<td>148.85</td>
<td>146.18</td>
</tr>
<tr>
<td>SD</td>
<td>24.05</td>
<td>20.60</td>
<td>18.43</td>
<td>21.36</td>
<td>18.82</td>
<td>18.77</td>
<td>18.30</td>
<td>19.17</td>
<td>16.71</td>
<td>13.44</td>
</tr>
<tr>
<td>N</td>
<td>1209</td>
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<td>172</td>
<td>151</td>
<td>177</td>
<td>158</td>
<td>78</td>
<td>100</td>
<td>41</td>
</tr>
</tbody>
</table>

Shuttle Run

- 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

<table>
<thead>
<tr>
<th>Age</th>
<th>5yr</th>
<th>6yr</th>
<th>7yr</th>
<th>8yr</th>
<th>9yr</th>
<th>10yr</th>
<th>11yr</th>
<th>12yr</th>
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<th>14yr</th>
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<tbody>
<tr>
<td>SD</td>
<td>0.25</td>
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<td>0.14</td>
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<td>0.12</td>
<td>0.19</td>
<td>0.23</td>
<td>0.26</td>
<td>0.44</td>
</tr>
<tr>
<td>N=</td>
<td>1293</td>
<td>178</td>
<td>226</td>
<td>196</td>
<td>159</td>
<td>189</td>
<td>164</td>
<td>77</td>
<td>65</td>
<td>32</td>
</tr>
</tbody>
</table>

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

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.

Outcome Measure*

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Month 4</th>
<th>Month 5</th>
<th>Month 6</th>
<th>Month 7</th>
<th>Month 8</th>
<th>Month 9</th>
<th>Month 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>TFTS</td>
<td>12.09</td>
<td>10.32</td>
<td>9.08</td>
<td>9.50</td>
<td>8.45</td>
<td>8.34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Baseline measurements

<table>
<thead>
<tr>
<th>Internal Support (using furniture)</th>
<th>yes</th>
<th>yes</th>
<th>yes</th>
<th>yes</th>
<th>no</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Cues (for speed)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

COMMENTS TFTS 6 y/o: Mint 6.55 <

* Time, Distance, Productivity, Standardized Assessment Values, or Other Numerical Values

Order Date. Gather baseline measurements.

Re-measure once a month. Is the intervention causing positive change? Is the change carried over to actual class activities?

Graph showing TFTS measurements over time.
2. Monitoring Student’s Progress
You can also make the test more relevant by following the steps below:

- Adapt the test to the student and the environment.
- Record how the test was modified. Make it standardized for that student!
- Use the modified standardized test to monitor student’s progress.

*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 ± 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!

References

1. Reliability and Validity of the Five-repetition Sit-to-stand Test for children with Cerebral Palsy. Wang, Tze-Hsuan; Liao, Hua-Fang; Peng, Yi-Chun. Clinical Rehabilitation. 26(7): 664-671


6. Age Expansion of the Thirty-Second Walk Test Norms for Children. Knutson, Loretta M.; Bushman, Barbara; Young, Janice Clark; Ward, Gary; Pediatric Physical Therapy. 21(3):235-243, Fall 2009.