

Texas A&M University-San Antonio

Digital Commons @ Texas A&M University-San Antonio

Special Education Faculty Publications

College of Education and Human Development

5-9-2022

Self-Determination Skills: Building a Foundation for Student Success

Mariya T. Davis

Texas A&M University-San Antonio, Mariya.Davis@tamusa.edu

Ingrid K. Cumming

Orange County Public Schools

Julie D. Southward

University of North Texas–Dallas

Follow this and additional works at: https://digitalcommons.tamusa.edu/sped_faculty



Part of the [Special Education and Teaching Commons](#)

Repository Citation

Davis, Mariya T.; Cumming, Ingrid K.; and Southward, Julie D., "Self-Determination Skills: Building a Foundation for Student Success" (2022). *Special Education Faculty Publications*. 17.

https://digitalcommons.tamusa.edu/sped_faculty/17

This Article is brought to you for free and open access by the College of Education and Human Development at Digital Commons @ Texas A&M University-San Antonio. It has been accepted for inclusion in Special Education Faculty Publications by an authorized administrator of Digital Commons @ Texas A&M University-San Antonio. For more information, please contact deirdre.mcdonald@tamusa.edu.

Abstract

Among different transitions that happen in a young person's life, transition to adulthood can be one of the most challenging. The new post-school environment requires increased self-determination, including self-awareness, self-advocacy, self-management, and other important skills that help one function as an independent adult. Because it takes time to develop and nurture self-determination skills, it is important to begin early and continue infusing self-determination into various aspects of instruction. Discussed in this article are SCORE strategies for embedding self-determination skills into classroom settings. Multiple tools and resources are provided to aid with the selection and application processes. A vignette is offered to illustrate guidance for implementation with the goal of improved self-determination skills and enhanced experiences for all learners while in school and beyond.

Keywords: self-determination, self-awareness, self-advocacy, problem-solving, choice making, instruction

Self-determination Skills: Building a Foundation for Student Success

“You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose.”

Dr. Seuss

While working on a unit plan for her 2nd grade classroom, Ms. Peterson, a first-year teacher, realizes that she neglected to include opportunities for students to learn non-academic skills, such as self-determination. Ms. Peterson knows that self-determination will help her students succeed in school and in life. She desires for her students to learn those valuable skills and looks for ways to embed self-determination in her classroom. Specifically, Ms. Peterson wants to support student self-advocacy, self-awareness, self-management, choice-making, problem-solving, and goal-setting; however, she is unsure where to begin. Ms. Peterson understands that students use self-determination every day, but most learn the skills by trial-and-error. How can Ms. Peterson help her students learn, strengthen, and practice self-determination? Ms. Peterson reached out to her mentor Mr. Sobel, a veteran teacher, for assistance. Mr. Sobel carefully listened to Ms. Peterson’s concerns and suggested applying the SCORE strategies. Ms. Peterson and Mr. Sobel developed a plan for implementation and decided to meet weekly and discuss progress.

In their educational journey, students are expected to become increasingly independent and play an active role in planning for their future. Students are faced with a variety of situations that require the skills necessary to make informed decisions and ask for help when needed. In the classroom setting, a student’s day consists of tasks and routines that are scheduled at specific times throughout the school day, with little room for choice-making and problem-solving. However, studies show that in order to build competence and confidence, students require

opportunities to identify preferences, make choices, and have the space to express themselves (Erwin et al., 2009). These and other abilities, such as self-regulation and goal-setting, correlate with the concept of self-determination. Providing instruction aimed at building self-determination skills may foster greater self-confidence as students journey through their schooling.

Self-determination is viewed as a process in which students take charge of their own learning, attitudes, and behaviors (Murawski & Wilshinsky, 2005). Being self-determined is described as acting or causing things to happen in one's life by setting goals and taking steps toward valued goals and outcomes (Shogren et al., 2015a). Components of self-determination include self-awareness, self-knowledge, choice-making skills, decision-making skills, problem-solving skills, and self-reinforcement skills (Rowe et al., 2015a). Because self-determination is a human right that directly impacts an individual's quality of life (Turnbull & Turnbull, 2001), equipping students with self-determination skills will encourage a feeling of empowerment and confidence, allowing them to become active agents in their educational journey and ultimately in life.

Instruction in self-determination needs to begin at an early age, especially for students with disabilities, in order for them to become self-determined young adults (Hart & Brehm, 2013; Papay et al., 2015; Wehmeyer & Palmer, 2000). Research suggests that development of critical skills such as self-determination and self-awareness is a lifelong process that should begin early (Papay et al., 2015). Because it takes years to nurture self-determination skills, teachers are encouraged to begin infusing self-determination skills into classroom instruction in the primary grades and continue developing these skills throughout middle and high school. Students need to practice developing confidence and competence in making decisions, solving

problems, and identifying and stating their preferences in a supportive environment within the home, school, and community (Erwin et al., 2009). In describing evidence-based strategies for early childhood practitioners, Erwin et al. (2009) indicate that “promoting self-determination is *an intentional and ongoing process*” (p.28) and emphasize the importance of active child and family involvement, which resonates with suggestions of other researchers (e.g., Brotherson et al., 2008; Cavendish et al., 2017; Chantley & Martin, 2020; Lee et al., 2008). The development and application of self-determination should begin early and be offered to all students with ongoing support in all areas of their lives.

Research suggests that there is a strong relationship between the development of self-determination and improved access to the general education curriculum and positive outcomes for students with disabilities long after they graduate (Chambless et al., 2019; Shogren et al., 2012; Test et al., 2009). By developing self-determination skills such as choice- and decision-making, problem-solving, goal-setting, self-management, self-advocacy, and other related skills, students with disabilities are better prepared to make purposeful decisions for themselves in school and in real life. For example, Shogren and colleagues (2016) conducted a cluster or group-randomized trial control group study with 312 students from 20 school districts by examining the impact of the Self-Determined Learning Model of Instruction on academic and transition goal attainment and on access to the general education curriculum for students with disabilities and reported significant changes in both. In their recent study, Burke et al. (2020) conducted a meta-analysis of 34 single case and group design studies related to self-determination interventions for students with disabilities and reported that interventions to promote self-determination can be effective for students across disability and grade levels as well as settings. Raley et al. (2018) examined the impact of the self-determination learning model of

instruction on goal attainment of 34 adolescents with and without disabilities in two Algebra classes and reported positive outcomes in goal-setting, self-regulation, self-direction, and engagement in the process of learning core content. A recent mixed-method study conducted by Chantley and Martin (2020) examined the impact of the *ME! Lesson* package on student self-awareness and self-advocacy knowledge and to obtain student and parent perceptions about the lesson. Their findings indicate the usefulness of the lessons in teaching self-awareness and self-advocacy to high school students with various disabilities and satisfaction among students and parents. Therefore, self-determination instruction implemented within the general education classroom proves to be beneficial for all students.

Further, self-determination has a positive effect on employment outcomes and community engagement for students after they exit high school (Agran & Krupp, 2011; Dean et al., 2017; Shogren et al., 2015b). Programs which provide a structured problem-solving framework to enhance self-determination show promise in providing support for students entering the workforce (Dean et al., 2017). In a trial of 197 individuals with intellectual disabilities after one year of such program implementation, improvements in self-determination were found which led to desired employment outcomes including job attainment, number of hours worked, and number of days worked (Shogren et al, 2016). Students who report high levels of self-determination by their final year of high school, are predicted to have high levels of community access outcomes 1-year post high school, including reliable transportation, financial independence, independent living, and life satisfaction (Shogren et al., 2015b). Thus, Instruction in and generalization of self-determination strategies supports students in their ability to seek and retain employment and community access after graduation.

As such, self-determination is important for all students, especially for students with disabilities who do not incidentally acquire self-determination and must be taught these skills explicitly (Davis & Cumming, 2019). Educators and policy-makers take steps in identifying actions to ensure that students have the capacity to assert their needs and make vital choices about their education and their lives (National Center for Learning Disabilities [NCLD], 2018). Studies are published to discuss how skills associated with self-determination can be taught in a whole-class setting (Lingo et al., 2018; Raley et al., 2018), within a school-wide framework (Bohanon et al., 2015), and explicit targeted instruction of skills to improve behavior and academic achievement (Estrapala & Reed, 2020). Although there is a strong evidence base to support the importance of self-determination and a frequent call to foster self-determination across elementary and secondary schools, as well as existing federal policies and initiatives, there is little evidence of widespread efforts to teach students self-determination skills (Carter et al., 2015). Further, little is known about the strategies educators use to teach self-determination within the classroom setting.

One factor that may contribute to the extent and approach of addressing self-determination within the classroom is the perceived level of preparation among teachers, as well as availability of resources and professional development. Teachers generally perceive self-determination to be an important curricular priority and place high values on decision-making, goal-setting, problem-solving, self-advocacy, leadership skills, self-awareness, and self-regulation skills (Carter et al., 2015; Stang et al., 2009). However, teachers indicate they feel less prepared and confident when it comes to teaching self-determination and other transition-related skills (Benitez et al., 2009; Cho et al., 2011; Morningstar & Benitez, 2013). Therefore, the call

exists for educators to teach and foster self-determination skills in the classroom settings that would benefit all students while in school and long after they graduate.

Building upon the existing literature on self-determination, this article aims to provide teachers with recommendations for integration of self-determination and supply resources that can be used by teachers when planning and implementing self-determination in their classrooms. To accomplish this, the authors highlight the main principles and importance of self-determination, discuss strategies for embedding self-determination into classroom settings, and offer multiple instructional tools and resources to aid with the selection and application processes. Additionally, a vignette is provided to illustrate guidance for implementation with the goal of improvement of self-determination skills for all learners and, consequently, enhancement of their experiences in school and in life.

Embedding Self-determination in Classroom Settings

The vignette introduced at the beginning of this article describes the experiences of many novice teachers who may feel unprepared to teach self-determination. Being self-determined means acting or causing things to happen by setting and taking the steps necessary to achieve personal goals (Shogren et al., 2015a). By providing opportunities to practice self-awareness, self-advocacy, self-management, and other important skills, teachers can engage all students in learning skills that are essential across the lifespan (Shogren et al., 2016). Additionally, studies show it is imperative that teachers perceive the development of self-determination skills as a multi-faceted ongoing process, not a one-time lesson (Cantley & Martin, 2020). Consider SCORE strategies as a way to develop self-determined learners by promoting skills that will build the foundation for student success in school and beyond.

Support Self-advocacy

Self-advocacy is the hallmark of self-determination and, therefore, should be embedded in students' daily activities. Self-advocacy skills involve having the ability to stand for oneself and having the knowledge of what to advocate for toward the achievement of one's goals (Carter et al., 2008; Carter et al., 2015). Like many other important life skills, self-advocacy is a critical tool students need in order to achieve their goals and become successful adults (Southward & Davis, 2020). Students who possess self-advocacy skills feel more empowered and confident to speak for themselves and ask for help when needed. Examples of how teachers can encourage self-advocacy skills include:

- Allow using a color card when students need help with a task (e.g., green -" I am OK"; red -" I need help").
- Role-play situations students may encounter in school and community settings
- Teach to speak about personal preferences and desires.
- Invite older peer mentors to share their self-advocacy experiences.
- Help students identify who to ask for help and build a network/support system (Davis & Cumming, 2019; see Figure 1 for an example of *My Support Team Map* organizer).

<INSERT FIGURE 1 HERE>

Create Self-awareness

The first step toward a positive change in a person's life is creating self-awareness. Self-awareness is one's ability to identify and understand their own strengths, limitations, needs, values, and abilities, and apply that understanding to their benefit (Carter et al., 2015; Martin & Marshall, 1995). Understanding personal strengths and limitations allows students to feel more capable and confident. Not only self-awareness impacts a person's future success, it also can be used to reflect on one's previous experiences. Students who possess self-awareness are able to

recognize their own strengths and limitations and can apply this knowledge to improve on their previous experiences. Teachers can help students develop self-awareness by employing the following:

- Engage students in fun activities and online questionnaires about their unique personalities and abilities.
- Provide students with opportunities for presentations about themselves in different formats (e.g., in-person, two- and three-dimensional, animated, or video; see Figure 2 for a sample of *All About Me* project organizer).
- Provide opportunities to reflect on self-growth and have them journal about their previous achievements and experiences.
- Provide students with a scenario they may encounter in school, community, and other environments and have them describe how they will maximize their strength in each situation.
- Help students identify their emotions and preferences (e.g., giving “I-statements” and /or “A bug and a wish”; Nelsen, 2006).
- Provide students with opportunities to explore and enroll in courses such as Advancement Via Individual Determination (AVID). This course prepares for college readiness and engages students in lessons and activities exploring college and career opportunities.
- Provide students with opportunities to explore and enroll in courses which will contribute to employability skills such as Computer Science Principles in which students evaluate modes of communication and collaboration while using a variety of computing devices.

<INSERT FIGURE 2 HERE>

Optimize Self-management

Self-management is a process that includes components of self-monitoring, self-evaluation, self-instruction, and self-reinforcement (Mooney et al., 2005; Southall & Gast, 2011) and can be taught to students of all ages and cognitive abilities (Rafferty, 2010). Benefits of self-management include application across a variety of learning settings (Carr et al., 2014), decrease in the frequency of undesirable behaviors (Rafferty, 2010), and overall positive outcomes in different realms of student life. Students who are taught self-management strategies are able to independently use self-management in both school and home settings. When building student self-management, teachers may implement a guided practice and provide timely feedback. Other examples of teaching students to self-monitor and manage their learning and behavior include:

- Provide choices to demonstrate learning (e.g., picture, book report, presentation).
- Post expectations for assignments with examples of finished work.
- Create charts, forms, or graphs for self-monitoring (Niesyn, 2009).
- Teach to use a self-reward system.
- Encourage self-regulation by using a planning, performance, and self-evaluation process.

Figure 3 provides a sample of a daily assignment completion chart to help students manage their assignments, select their preferred reinforcement, and monitor assignment completion.

<INSERT FIGURE 3 HERE>

Rehearse Choice-making and Problem-solving

Choice-making incorporates one's ability to discern between two or more delivered options from which a student may select (Jolivette et al., 2017). Choice-making offers students options of given tasks and the natural consequences for selecting a choice; thus, empowering and giving students some control over their environment. Problem-solving involves responding

effectively to challenging situations and generating possible solutions. Students who are able to express their preferences and effectively solve problems can make routine choices for themselves throughout the day, increasing their competence and independence in school and home settings. Both choice-making and problem-solving strategies need to be taught, modeled, and supported by teachers, with ample opportunities for practice. Teachers can support the development of these important skills through the following:

- Arrange a classroom that encourages choice making (e.g., placing high-interest books or educational games in the classroom library).
- Allow to choose a classroom activity.
- Discuss ways to address issues based on role-plays, stories, or videos.
- Embed journaling of reflections on solved challenging situations.
- Determine when an event or activity will occur during the school day.

Figure 4 represents a sequence that can be used to teach problem-solving skills in classrooms.

<INSERT FIGURE 4 HERE>

Encourage Goal-setting

Goal-setting involves one's ability to identify measurable and grade-appropriate objectives along with developing a plan to achieve them. Yearly goals can be set and reviewed for progress and attainment to help with building academic, behavioral, and/or employment performance. Studies show students as young as 5 years old are capable of setting goals and achieving them (Palmer & Wehmeyer, 2003). Embedding goal setting in the instructional framework encourages students to set reasonable and appropriate goals, offering a better chance of attainment (Shogren et al., 2020).

Teachers can effectively embed goal-setting into classroom instruction focusing on reading and writing, behavior and social skills, or developing employment-related skills. Academic and non-academic goal-setting instruction can be introduced at the beginning of the school year, monitored for growth on a regular basis, and reviewed for goal attainment at the end of a grading cycle. Academic goals may include increasing oral reading fluency or academic vocabulary, improving mathematical skills, or decreasing the number of misspelled words in a writing assignment. Non-academic goals may include increasing the number of completed assignments turned in by the due date, reducing the number of times a student is out of their seat, or reducing the amount of time spent on their cell phone during classroom instruction. The examples below are recommendations to help teachers incorporate goal-setting skills into instructional activities:

- Have students list academic and non-academic areas where they believe growth is needed.
- Help students identify and set appropriate and manageable goals that can be easily measured at the beginning of each grading period.
- Teach students how to create realistic short- and long-term goals (e.g., arrive to class on time or turn in completed assignments by the due date).
- Engage students in monitoring their progress on individual goals with documentation, such as graphing newly acquired vocabulary, improvement in recalling math facts, or showing a decrease in office referrals.
- Help students to develop a plan with steps and resources toward reaching a specific goal.

Figure 5 is a sample goal progress monitoring form that can be used as a visual to help teachers and students monitor goal progress and attainment.

<INSERT FIGURE 5 HERE>

Vignette Revisited

To help students with self-determination skills, Ms. Peterson used SCORE strategies and created a safe environment to learn and practice the skills. As the semester progressed, Ms. Peterson noticed considerable changes in the non-academic learning realm for her 2nd grade students. By using My Support Team Map organizer, students were able to identify people in their network who could help them with different tasks and activities. Students especially enjoyed the visits from older peers who shared their self-advocacy experiences and explained how to ask for help. Implementation of the All About Me organizer helped students to understand their own strengths, needs, and abilities. Students were excited every time Ms. Peterson guided them through fun online activities on self-awareness. Self-regulation strategies assisted students in learning independent monitoring and management of their learning progress. Ms. Peterson noticed that student motivation increased when provided with choices to demonstrate learning and apply self-rewards. Journaling on reflections of solved challenging situations encouraged students to become proactive when finding solutions to difficult situations. Daily goal-setting resulted in positive learning outcomes and increased achievement of short-term goals. Ms. Peterson also engaged families for additional practice of choice and decision making and increased generalization of skills to the home environment.

Over the course of the semester, students in Ms. Peterson's class increased their self-determination skills, which have also positively impacted their academic learning outcomes. Ms. Peterson felt confident her students were better prepared to face not only increasing academic

demands, but everyday challenges in school and in life. In addition, Ms. Peterson was able to reflect on her experiences and apply it in preparation for yet another exciting semester.

Additional Resources

The goal of every teacher is not only to facilitate academic learning but also to equip students with skills for the eventual roles and responsibilities of adulthood. Building self-determination skills will allow students to grow as confident and active agents in their education and life. However, self-determination can only be achieved if there is a lifelong focus on its development and achievement and, therefore, should be addressed daily starting at the early grades.

The reality of education is that no practice will work for every student (Cook & Odom, 2013); therefore, a wide variety of strategies need to be explored by educators. Recent research identified eleven practices as effective for teaching self-determination or its component skills (e.g., Self-Determined Learning Model of Instruction [SDLMI], Take Charge curriculum; Rowe et al., 2021) that could be further explored and utilized in the classroom settings for students with and without disabilities. Offering high school level courses that focus on career development, such as technology, computer science, and AVID (Advancement Via Individual Determination) could further facilitate self-determination and career and college readiness. In this article, the authors suggested SCORE strategies that could be implemented in classroom settings to engage all students and provide opportunities for development of self-determination skills. The brief descriptions of SCORE strategies could be used by teachers as a springboard in advancing their knowledge and skills. Additional web-based resources and evidence-based practices are described in Table 1. While these resources represent only a fraction of the existing plethora of self-determination resources, they can aid with implementation of self-determination

instructional activities in classrooms, leading to improved outcomes for all students while in school and beyond.

<INSERT TABLE 1 HERE>

Concluding Thoughts

The scope of a well-rounded education extends far beyond a narrow emphasis on academic learning. Teachers are called to prepare students for successful adulthood and equip them with the necessary skills to face challenges encountered in post-school environments. Self-determination skills could enhance academic learning opportunities for all students. The benefits of self-determination may transcend beyond school and provide lasting benefits throughout a person's life. Self-determination and self-advocacy skills were identified as research-based predictors of positive post-school education and employment and promising predictors of positive independent living outcomes (Mazzotti et al., 2020). It is clear that students with high levels of self-determination are more likely to persist and succeed in their endeavors. In this article, the authors proposed strategies and resources for integration of self-determination instructional activities into classroom settings. The authors encourage teachers to explore SCORE strategies for fostering self-determination skills for all learners. Providing opportunities for practice of self-advocacy, self-awareness, self-management, choice making, problem solving, decision making, and goal setting has the potential to set the stage for student success in school and in life.

References

- Agran, M., & Krupp, M. (2011). Providing choice making in employment programs: the beginning or end of self-determination? *Education and Training in Autism and Developmental Disabilities, 46*, 565–575.
- Benitez, D., Morningstar, M., & Frey, B. (2009). A multistate survey of special education teachers' perceptions of their transition competencies. *Career Development for Exceptional Individuals, 32*(1), 6-16. <http://doi:10.1177/0885728808323945>.
- Bohanon, H., Castillo, J., & Afton, M. (2015). Embedding self-determination and futures planning within a schoolwide framework. *Intervention in School and Clinic, 50*(4), 203–209.
- Boston, H. (2020). Developing problem-solving skills for kids: Strategies & tips. *Kodable*. <https://www.kodable.com/learn/problem-solving-skills-for-kids/>.
- Brotherson, M. J., Cook, C., Erwin, E., & Weigel, C. J. (2008). Understanding self-determination and families of young children with disabilities in home. *Journal of Early Intervention, 31*, 22-43.
- Burke, K. M., Raley, S. K., Shogren, K. A., Hagiwara, M., Mumbardó-Adam Cristina, Uyanik, H., & Behrens, S. (2020). A meta-analysis of interventions to promote self-determination for students with disabilities. *Remedial and Special Education, 41*(3), 176–188.
- Cantley, P. L. & Martin, J. E. (2020). Teaching disability self-awareness and self-advocacy using the "Me! lesson" materials. *Learning Disabilities: A Multidisciplinary Journal, 25*(1), 44–55.

- Carr, M. E., Moore, D. W., & Anderson, A. (2014). Self-management interventions on students with autism: A meta-analysis of single-subject research. *Exceptional Children, 81*(1), 28–44. <http://doi:10.1177/0014402914532235>.
- Carter, E. W., Lane, K. L., Jenkins, A. B., Magill, L., Germer, K., & Greiner, S. M. (2015). Administrator views on providing self-determination instruction in elementary and secondary schools. *Journal of Special Education, 49*(1), 52–64. <http://doi:10.1177/0022466913502865>.
- Carter, E. W., Lane, K. L., Pierson, M. R., & Stang, K. K. (2008). Promoting self-determination for transition-age youth: views of high school general and special educators. *Exceptional Children: Journal of the International Council for Exceptional Children, 75*(1), 55. <http://dx.doi.org/10.1177/001440290807500103>.
- Cavendish, W., Connor, D. J., & Rediker, E. (2017). Engaging students and parents in transition-focused individualized education programs. *Intervention in School and Clinic, 52*(4), 228–235.
- Chambless, C. E., McCormick, S., Ipsen, C., Kurth, N., Hall, J., Golden, T. P., & Anderson, C. A. (2019). Teaching self-determination to youth with disabilities: the aspire model. *Journal of Vocational Rehabilitation, 51*(2), 199–210. <https://doi.org/10.3233/JVR-191038>.
- Cho, H.-J., Wehmeyer, M., & Kingston, N. (2011). Elementary teachers' knowledge and use of interventions and barriers to promoting student self-determination. *Journal of Special Education, 45*(3), 149–156. <http://doi:10.1177/0022466910362588>.

- Cook, B. G. & Odom, S. L. (2013). Evidence-based practices and implementation science in special education. *Exceptional Children*, 79(3), 135–144.
<http://doi:10.1177/001440291307900201>.
- Davis, M. T., & Cumming, I. K. (2019). Practical strategies for improving postsecondary outcomes for students with EBD. *Preventing School Failure: Alternative Education for Children and Youth*, 63(4), 325-333. <http://doi:10.1080/1045988X.2019.1608898>.
- Dean, E. E., Burke, K. M., Shogren, K. A., & Wehmeyer, M. L. (2017). Promoting self-determination and integrated employment through the self-determined career development model. *Advances in Neurodevelopmental Disorders*, 1, 55–62.
<http://doi:10.1007/s41252-017-0011-y>.
- Erwin, E. J., Brotherson, M. J., Palmer, S. B., Cook, C. C., Weigel, C. J., & Summers, J. A. (2009). How to promote self-determination for young children with disabilities: Evidence-based strategies for early childhood practitioners and families. *Young Exceptional Children*, 12(2), 27–37. <http://doi:10.1177/1096250608329611>.
- Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998). *A practical guide for teaching self-determination*. Council for Exceptional Children.
- Fowler, C. H., Konrad, M., Walker, A. R., Test, D. W., & Wood, W. M. (2007). Self-determination interventions' effects on the academic performance of students with developmental disabilities. *Education and Training in Developmental Disabilities*, 42(3), 270–285.
- Jolivet, K., Parks Ennis, R., & Swoszowski, N. C. (2017). Educator “What-Ifs”: The feasibility of Choice Making in the classroom. *Beyond Behavior*, 26(2), 74–80.
<http://doi:10.1177/1074295617713977>.

- Lee, S. H., Wehmeyer, M. L., Palmer, S. B., Soukup, J. H., & Little, T. D. (2008). Self-determination and access to the general education curriculum. *The Journal of Special Education, 42*, 91–107. <http://doi:10.1177/0022466907312354>.
- Lingo, M. E., Williams-Diehm, K. L., Martin, J. E., & McConnell, A. E. (2018). Teaching transition self-determination knowledge and skills using the ME! bell ringers. *Career Development and Transition for Exceptional Individuals, 41*(3), 185–189. <https://doi.org/10.1177/2165143417753582>
- Martin, J. E. & Marshall, L. H. (1995). ChoiceMaker: A comprehensive self-determination transition program. *Intervention in School and Clinic, 30*, 147–156. <http://doi:10.1177/105345129503000304>.
- Mazzotti, V. L., Rowe, D. A., Kwiatek, S., Voggt, A., Chang, W.-H., Fowler, C. H., ... Test, D. W. (2020). Secondary transition predictors of postschool success: an update to the research base. *Career Development and Transition for Exceptional Individuals, 44*(1), 47–64. <http://doi:10.1177/2165143420959793>.
- Mooney, P., Ryan, J., Uhing, B., Reid, R., & Epstein, M. (2005). A review of self-management interventions targeting academic outcomes for students with emotional and behavioral disorders. *Journal of Behavioral Education, 14*, 203–221. <http://doi:10.1007/s10864-005-6298-1>.
- Morningstar, M. E. & Benitez, D. T. (2013). Teacher training matters: The results of a multi-state survey of secondary special educators regarding transition from school to adulthood. *Teacher Education and Special Education, 36*(1), 51–64. <http://doi:10.1177/0888406412474022>

- Murawski, W. & Wilshinsky, N. (2005). Teaching self-determination to early elementary students: Six-year-olds at the wheel. *Teaching Exceptional Children Plus*, 1(5), 2-18.
- National Center for Learning Disabilities (2018). *Agents of their own success: Self-advocacy skills and self-determination for students with disabilities in the era of personalized learning*. National Center for Learning Disabilities.
<https://www.nclld.org/research/agents-of-their-own-success-self-advocacy-skills-and-self-determination-for-students-with-disabilities-in-the-era-of-personalized-learning/>
- Nelsen, J. (2006). *Positive discipline: The classic guide to helping children develop self-discipline, responsibility, cooperation, and problem-solving skills*. Ballantine Books.
- Niesyn, M. E. (2009). Strategies for success: Evidence-based instructional practices for students with emotional and behavioral disorders. *Preventing School Failure*, 53(4), 227–233.
- Palmer, S. B., & Wehmeyer, M. L. (2003). Promoting self-determination in early elementary school: Teaching self-regulated problem-solving and goal-setting skills. *Remedial and special education*, 24(2), 115-126. <http://doi:10.1177/07419325030240020601>.
- Papay, C., Unger, D. D., Williams-Diehm, K., & Mitchell, V. (2015). Begin with the end in mind: Infusing transition planning and instruction into elementary classrooms. *Teaching Exceptional Children*, 47, 310-318. <http://doi:10.1177/0040059915587901>.
- Rafferty, L. A. (2010). Step-by-step: Teaching students to self-monitor. *TEACHING Exceptional Children*, 43(2), 50–58. <http://doi:10.1177/004005991004300205>.
- Raley, S. K., Shogren, K. A., & McDonald, A. (2018). How to implement the self-determined learning model of instruction in inclusive general education classrooms. *TEACHING Exceptional Children*, 51(1), 62–71.

- Rowe, D., Alverson, C., Unruh, D., Fowler, C., Kellems, R., & Test, D. (2015a). A Delphi study to operationalize evidence-based predictors in secondary transition. *Career Development and Transition for Exceptional Individuals*, 38(2), 113-126.
<http://doi:10.1080/13632750802027598>.
- Rowe, D. A., Mazzotti, V. L., Fowler, C. H., Test, D. W., Mitchell, V. J., Clark, K. A., ... Dean, C. (2021). Updating the secondary transition research base: evidence- and research-based practices in functional skills. *Career Development and Transition for Exceptional Individuals*, 44(1), 28–46. <http://doi:10.1177/2165143420958674>.
- Rowe, D., Mazzotti, V. & Sinclair, J. (2015b). Strategies for teaching self-determination skills in conjunction with the common core. *Intervention in School and Clinic*, 50(3), 131-141.
<http://doi:10.1177/1053451214542043>.
- Shogren, K. A., Little, T. D., Grandfield, E., Raley, S., Wehmeyer, M. L., Lang, K. M., & Shaw, L. A. (2020). The self-determination inventory - student report: Confirming the factor structure of a new measure. *Assessment for Effective Intervention*, 45(2), 110-120.
<http://doi:10.1177/1534508418788168>.
- Shogren, K. A., Palmer, S. B., Wehmeyer, M. L., Williams-Diehm, K., & Little, T. D. (2012). Effect of intervention with the Self-Determined Learning Model of Instruction on access and goal attainment. *Remedial and Special Education*, 33, 320-330.
<http://doi:10.1177/0741932511410072>.
- Shogren, K. A., Wehmeyer, M. L., & Lane, K. L. (2016). Embedding interventions to promote self-determination within multitiered systems of supports. *Exceptionality*, 24, 213-224.
<http://doi:10.1080/09362835.2015.1064421>.

- Shogren, K., Wehmeyer, M., Palmer, S., Forber-Pratt, A., Little, T., & Lopez, S. (2015a). Causal agency theory: Reconceptualizing a functional model of self-determination. *Education and Training in Autism and Developmental Disabilities*, 50(3), 251-263. http://doi:10.1007/978-94-024-1042-6_5.
- Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., & Little, T. D. (2015b). Relationships between self-determination and postschool outcomes for youth with disabilities. *The Journal of Special Education*, 48, 256–267. <http://doi:10.1177/0022466913489733>.
- Southall, C. M., & Gast, D. L. (2011). Self-management procedures: A comparison across the autism spectrum. *Education and Training in Autism and Developmental Disabilities*, 46(2), 155–171.
- Southward, J. D., & Davis, M. T. (2020). Summary of Performance: Bridging transition from high school to post-secondary education for students with SLD. *Preventing School Failure: Alternative Education for Children and Youth*, 64(4), 316-325. <http://doi:10.1080/1045988X.2020.1769012>.
- Stang, K. K., Carter, E. W., Lane, K. L., & Pierson, M. R. (2009). Perspectives of general and special educators on fostering self-determination in elementary and middle schools. *The Journal of Special Education*, 43(2), 94–106. <http://doi:10.1177/0022466907313452>.
- Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L. J., & Kohler, P. H. (2009). Evidence-based secondary transition predictors for improving post-school outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32, 160-181. <http://doi:10.1177/0885728809346960>.

- Turnbull, A. P. & Turnbull, R. (2001). Self-determination for individuals with significant cognitive disabilities and their families. *Journal of the Association for Persons with Severe Handicaps*, 26, 56-62. <http://doi:10.2511/rpsd.26.1.56>.
- Wehmeyer, M. L., & Palmer, S. B. (2003). Adult outcomes for students with cognitive disabilities three-years after high school: The impact of self-determination. *Education and Training in Developmental Disabilities*, 38, 131–144.
- Wehmeyer, M. L. & Palmer, S. B. (2000). Promoting the acquisition and development of self-determination in young children with disabilities. *Early Education & Development*, 11, 465-481. http://doi:10.1207/s15566935eed1104_6.