

# **Promoting Self-Determination for Racially and Ethnically Marginalized Students with Disabilities in Culturally Responsive and Sustaining Ways**

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# Goals for This Presentation

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- **Discuss** how cultural identities (e.g., disability, race/ethnicity, language) influences opportunities and expressions of self-determination for youth with disabilities from culturally and linguistically diverse backgrounds
- **Introduce** a self-determination assessment and an evidence-based self-determination intervention
- **Highlight** the importance of empowering **all youth** to identify, navigate, and dismantle racist, ableist, and other inequitable systems as they grow in their self-determination abilities, skills, and attitudes



# Today's Agenda

- Introduction to Self-Determination
- Self-Determination and Culture
- Self-Determination Assessment & Intervention
- Culturally Responsive and Sustaining Self-Determination Instruction
- Supported Decision Making





**What do you  
think of when you  
hear self-  
determination?**

# **Introduction to Self-Determination**

Being self-determined  
means acting or  
causing things to  
happen as you set and  
work toward goals in  
your life.



***With  
supports!***



# DEFINITION

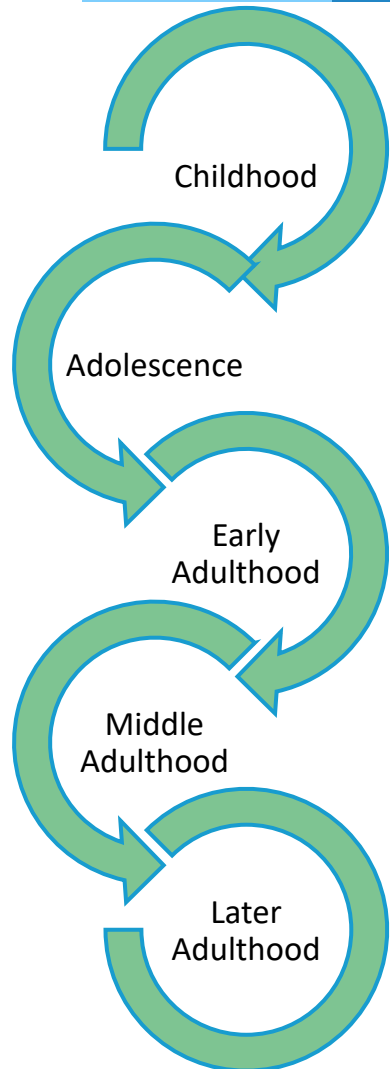
## Self-determination is...

...a dispositional characteristic manifested as acting as the **causal agent** in one's life (Shogren et al., 2015).

## Engaging in self-determination is...

...a basic human right for all people with and without disabilities (Americans with Disabilities Act, 1990; United Nations, 2006).

# Self-Determination across the Life Course



**Childhood:** Antecedents and precursors of the development of self-determination occur.

**Adolescence:** Development of essential characteristics of self-determined action enables youth to begin to act as causal agents in their lives.

**Early Adulthood:** Continue to develop the essential characteristics of self-determination.

**Middle Adulthood:** Encounter more situations where they need to make decisions, manage, and problem solve for many aspects of life.

**Later Adulthood:** Even if the ability to perform daily tasks independently may change due to aging, supports can still be arranged to maximize causal agency.

# OUTCOMES



Greater  
academic  
achievement

- Progress in general education curriculum
- Academic goal attainment

Increased  
postsecondary  
outcomes

- Postsecondary education
- Competitive, integrated employment
- Community participation
- Quality of life

Shogren, K. A., Burke, K. M., Antosh, T., Wehmeyer, M. L., LaPlante, T., Shaw, L. A., & Raley, S. K. (2018). Impact of the Self-Determined Learning Model of Instruction on self-determination and goal attainment in adolescents with intellectual disability. *Journal of Disability Policy Studies*, 30(1), 22-34. <https://10.1177/1044207318792178>

Shogren, K. A., Hicks, T. A., Raley, S. K., Pace, J. R., Rifenbark, G. G., Lane, K. L., & Quirk, C. (in press). Student and teacher perceptions of goal attainment during intervention with the Self-Determined Learning Model of Instruction. *The Journal of Special Education*.

Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., & Little, T. D. (2015). Relationships between self-determination and postschool outcomes for youth with disabilities. *The Journal of Special Education*, 48, 256-267.



# Self- Determination and Culture

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# An Iceberg Concept of Culture



Slide Source: The National Center for Cultural Competence, 2005

Intersectionality of  
Cultural Identities

# Self-Determination and Culture



How people perceive, express, and engage in self-determined actions **differs based on cultural identities** (Shogren & Wehmeyer, 2017).

Cultural identities shape the **expression** of self-determination as well as the **opportunities** and supports that students and their families value (Hagiwara et al., 2021; Wehmeyer et al., 2011).

Differences in operationalization of self-determination **at home** and **at school** lead to **inequitable** supports and opportunities for self-determination (Dean et al., 2021; Shogren, 2012).



# Voices of Youth with IDD and Families from Diverse Cultural and Linguistic (CLD) Backgrounds

CLD families of youth with IDD report experiencing a lack of communication and negative attitudes from school personnel.

CLD families indicate limited time and resources as barriers for effective transition planning.

Both Black youth with IDD and their families express that schools did not engage in family-school partnerships that respected and valued families' needs and concerns to promote self-determination.

Black youth especially emphasize the importance of having teachers who understand and empower them to use their voices to self-advocate.

# Self-Determination in Adolescence/Transition Years

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- Adolescence is a **critical period** when young people learn, enhance, and practice knowledge, skills, beliefs, and actions that enable them to navigate opportunities, experiences, and barriers that they encounter in their environment (Wehmeyer & Shogren, 2017).
- For students with **marginalized cultural identities**, opportunities to act as causal agents and explore the world are significantly impacted by **structural racism and ableism** as well as others' **explicit and implicit biases**.

Therefore



# Self-Determination in Adolescence/Transition Years

Instruction to promote self-determination needs to enable students to:

- Navigate and challenge structural inequities
- Address explicit and implicit bias
- Advocate for individual and communal rights and high expectations for themselves and others, leading to improved outcomes (Aceves & Orosco, 2014; Hsieh et al., 2021).

The need for culturally responsive and sustaining self-determination instruction and opportunities.







# **Self- Determination Assessment and Intervention**

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# Self-Determination Inventory

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SDI:SR

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***STUDENT REPORT***

# Self-Determination Inventory: Student Report (SDI:SR) and Parent/Teacher Report (SDI:PTR)

- The SDI:SR asks students questions about how they feel about their ability to be self-determined; that is, to make choices, set and go after goals, and make decisions.
- 21 items (takes 10-15 minutes to finish)
- Validated for people aged 13 to 22
- Online with accessibility features:
  - ✓ Slider scale
  - ✓ In-text word definitions
  - ✓ Audio playback
  - ✓ Tablet compatibility
  - ✓ Average grade reading level: 2.8

Visit <https://selfdetermination.ku.edu/>

**SDI:SR**

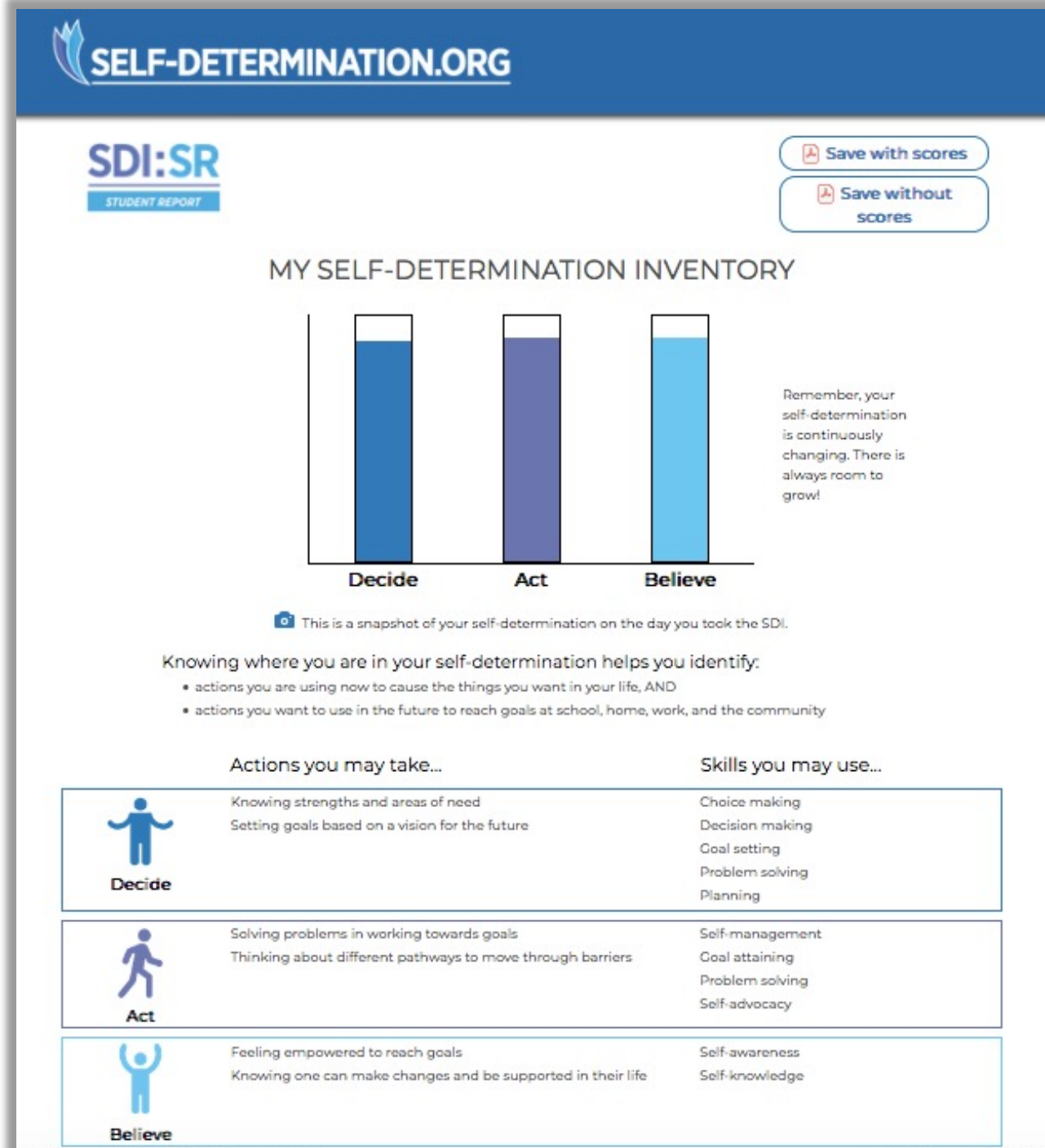
*STUDENT REPORT*

**SDI:PTR**

*PARENT/TEACHER REPORT*



# Self-Determination Inventory: Student Report



# Impact of Disability and Race/Ethnicity on Self-Determination

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4,741 adolescents and young adults ages from 13 to 22 ( $M = 16.50$ ,  $SD = 2.31$ ) from 39 states

- White students without disabilities consistently score highest on the SDI:SR compared to adolescents from other racial-ethnic backgrounds and with disabilities.
- Teachers tended to report that adolescents had lower levels of self-determination.
- There was a discrepancy between adolescent self-report and teacher proxy-report based on the disability status and race/ethnicity of the student.

# Self-Determined Learning Model of Instruction

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# SDLMI

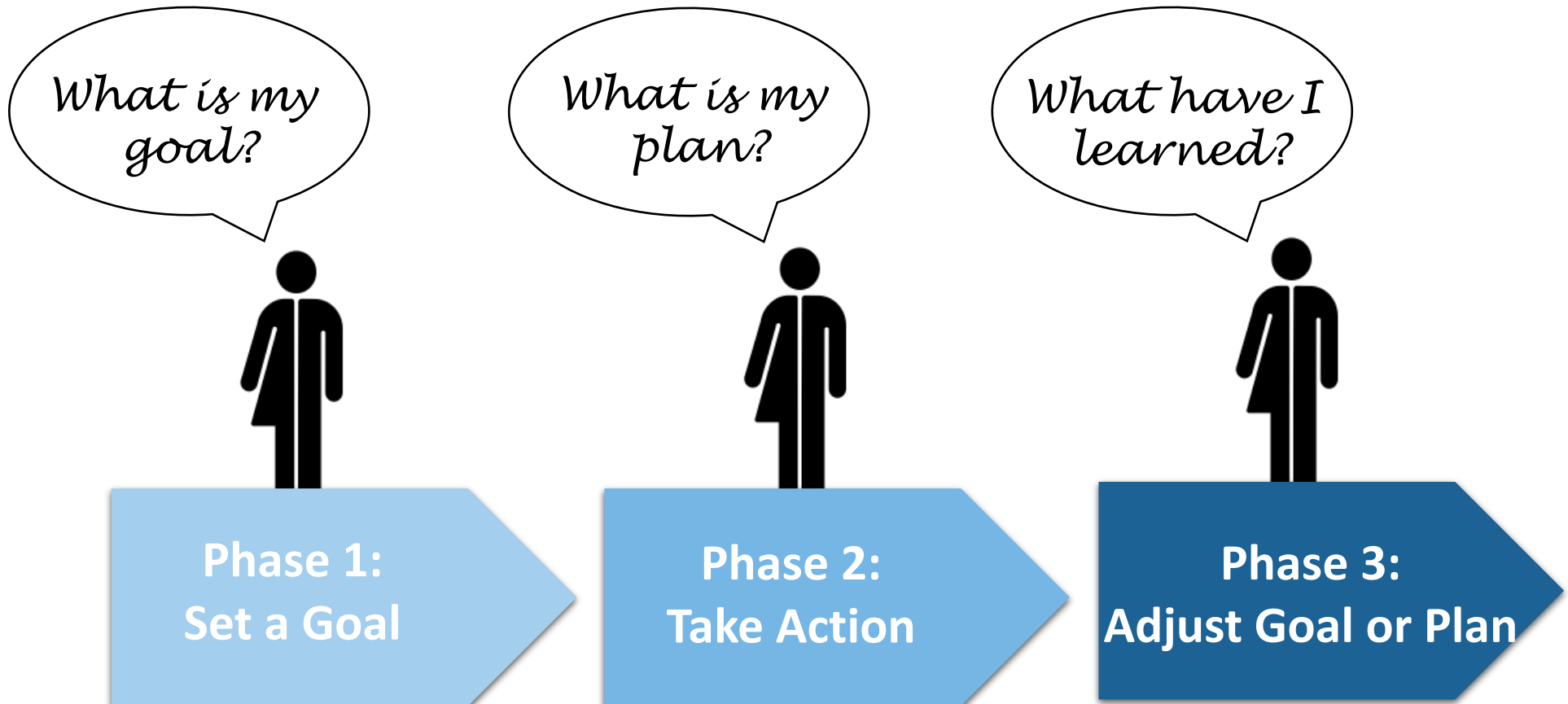
**Self-Determined Learning  
Model of Instruction**



**Evidence-based** instructional model that **enables teachers to teach students to:**

- Make **choices** and **decisions** about setting a goal
- Develop action **plans** for transition-related goals
- **Self-monitor** and **self-evaluate** progress toward goals
- **Adjust** the goal or plan

## SDLMI OVERVIEW



# SDLMI STUDENT QUESTIONS

- Follow a sequence so that the student answers the overall question of each phase.

## *What is my goal?*

### Phase 1 Student Questions

1. What do I want to learn?

2. What do I know about it now?

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

4. What can I do to make this happen?

## *What is my plan?*

### Phase 2 Student Questions

5. What can I do to learn what I don't already know?

6. What could keep me from taking action?

7. What can I do to remove these barriers?

8. When will I take action?

## *What have I learned?*

### Phase 3 Student Questions

9. What actions have I taken?

10. What barriers have been removed?

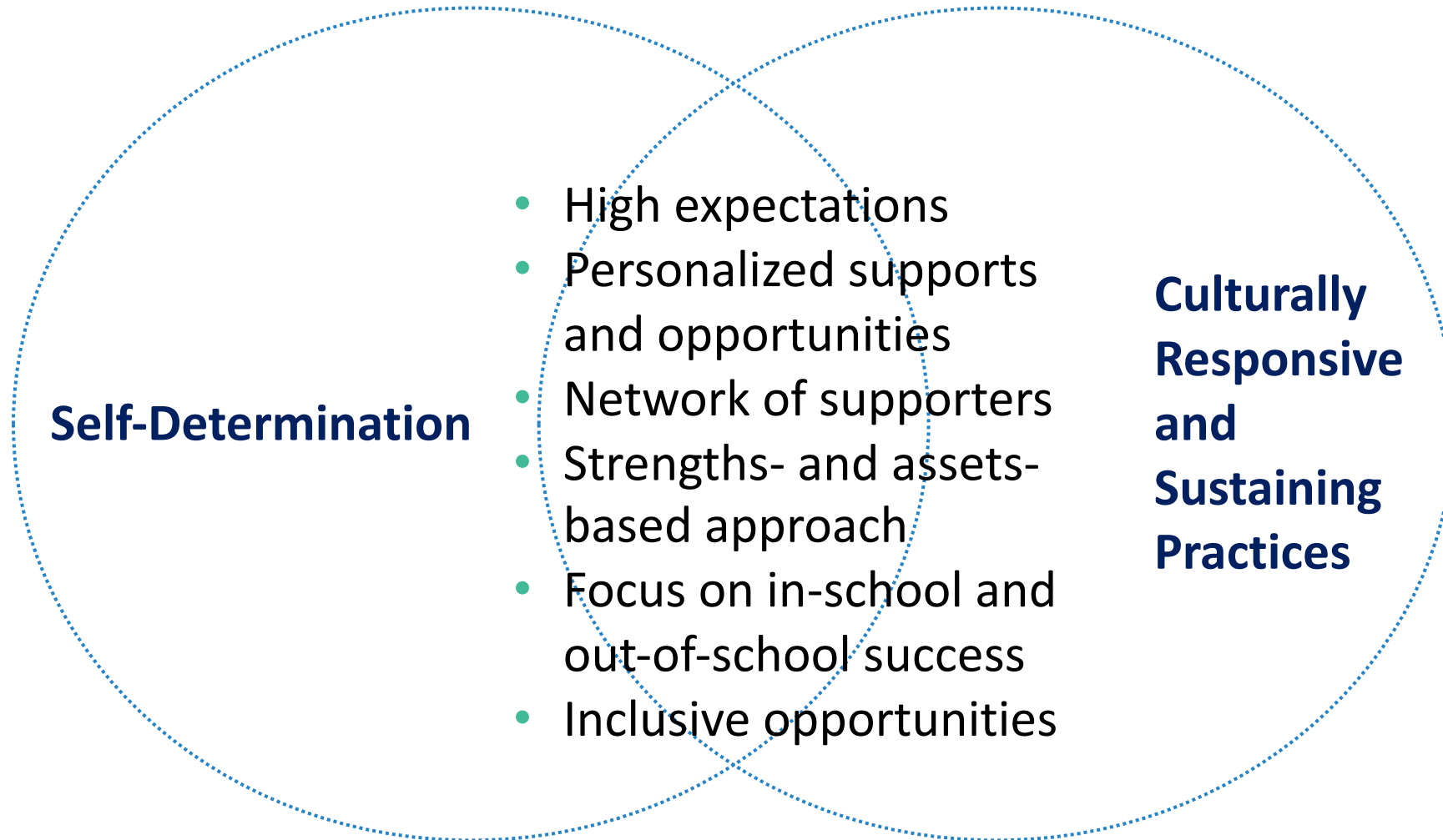
11. What has changed about what I don't know?

12. Do I know what I want to know?

[illegible]

# Core and Overlapping Elements

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# Practical Guide to Promote Self-Determination in Culturally Responsive and Sustaining Ways



SDI:SR

SDI:SR 3-2-1 Snapshot

SDLMI



- ❖ **Self-reflect throughout the process of designing, planning for, implementing, and evaluating self-determination instruction**

It is important to reflect on your own educational journey and identify privilege and marginalization in your multiple cultural identities to find a commonality with students.

# In the self-determination journey with students

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- **Explore** culturally and linguistically authentic supports (e.g., people in their close community, books, films, music) and opportunities (e.g., advocating for changes to make an impact on a community that they care about).
- **Celebrate students' progress** toward their goals based on the measure of success defined by students and families
- **Embed** opportunities to work with peers or mentors to practice self-determined actions within authentic daily experiences and current events
- **Provide** a collaborative learning environment to identify what could keep them from taking action and what they can do to remove any barriers

# In the self-determination journey with families

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- **Understand** families' perceptions and practices related to self-determination at home and in their communities
- **Create** ways for families to communicate and provide feedback on students' progress by using the family preferred means of communication
- **Remember** some families may feel comfortable sharing feedback and constructive criticism while other families may not feel comfortable directly sharing their suggestions and concerns with school professionals
- **Frame** "family" as a broad sense of community to each student (e.g., extended family members, religious/spiritual group members)

# Final Takeaway



Current social justice movements can enable youth to:

- Exercise individual and collective self-determination
- Amplify opportunities for racially and ethnically marginalized students with disabilities to be change agents in their lives and community that they care and belong

***All*** youth can participate in dismantling racist, ableist, and other inequitable systems as they grow in their self-determination abilities, skills, and attitudes.



# Supported Decision-Making



# AB 1663 signed and effective in January 2023!

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- “reforms California’s probate conservatorship system to enable disabled and older people needing support to care for themselves to pursue supported decision-making as a less restrictive alternative to conservatorship. The bill also makes it easier to end a conservatorship.”

**Stop the pipeline from school to  
conservatorship!**

Source: <https://www.gov.ca.gov/2022/09/30/governor-newsom-signs-legislation-to-protect-civil-rights-support-community-living-for-californians-with-disabilities/>

# Resources



- Self-Determination at the University of Kansas  
<https://selfdetermination.ku.edu/>
- I'm Determined  
<https://www.imdetermined.org/>
- Self-Advocacy Online  
<http://www.selfadvocacyonline.org/>
- Supported Decision Making at the University of Kansas  
<https://selfdetermination.ku.edu/supported-decision-making/>
- National Resource Center for Supported Decision-Making  
<http://www.supporteddecisionmaking.org/>
- The Arc  
<http://thearc.org/wp-content/uploads/2020/09/Decision-Making-Supports-Center-for-Future-Planning-1.pdf>

*We are helping students take the journey  
to success.*



**Thank you!**

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