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

Mayumi Hagiwara, Ph.D.
San Francisco State University
CCTE Fall 2022 Conference
Goals for This Presentation

- **Discuss** how cultural identities (e.g., disability, race/ethnicity, language) influence 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
Introduction to Self-Determination

What do you think of when you hear 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

---


Self-Determination and Culture
Intersectionality of Cultural Identities

An Iceberg Concept of Culture

- dress
- age
- gender
- language
- race or ethnicity
- physical characteristics
- eye behavior
- facial expressions
- body language
- sense of self
- gender identity
- concepts of modesty
- concept of cleanliness
- emotional response patterns
- rules for social interaction
- child rearing practices
- decision-making processes
- approaches to problem solving
- concept of justice
- value individual vs. group
- perceptions of mental health, health, illness, disability
- patterns of superior and subordinate role in relation to status by age, gender, class
- sexual identity & orientation

Slide Source: The National Center for Cultural Competence, 2005

and much more...
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.

(Rios et al., 2022; Scott et al., 2021; Wilt & Morningstar, 2018)
Self-Determination in Adolescence/Transition Years

• 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.
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
Self-Determination Inventory

SDI:SR

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/
Self-Determination Inventory: Student Report

This is a snippet of your self-determination on the day you took the SDI.

Knowing where you are in your self-determination helps you identify:
- actions you are using now to do the things you want in your life, AND
- actions you want to use in the future to reach goals at school, home, work, and the community

<table>
<thead>
<tr>
<th>Actions you may take...</th>
<th>Skills you may use...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing strengths and areas of need</td>
<td>Choice making</td>
</tr>
<tr>
<td>Setting goals based on a vision for the future</td>
<td>Decision making</td>
</tr>
<tr>
<td></td>
<td>Goal setting</td>
</tr>
<tr>
<td></td>
<td>Problem solving</td>
</tr>
<tr>
<td></td>
<td>Planning</td>
</tr>
<tr>
<td>Decide</td>
<td></td>
</tr>
<tr>
<td>Solving problems in working towards goals</td>
<td>Self-management</td>
</tr>
<tr>
<td>Thinking about different pathways to move through barriers</td>
<td>Goal attainment</td>
</tr>
<tr>
<td></td>
<td>Problem solving</td>
</tr>
<tr>
<td></td>
<td>Self-advocacy</td>
</tr>
<tr>
<td>Act</td>
<td></td>
</tr>
<tr>
<td>Feeling empowered to reach goals</td>
<td></td>
</tr>
<tr>
<td>Knowing one can make changes and be supported in their life</td>
<td></td>
</tr>
<tr>
<td>Believe</td>
<td></td>
</tr>
</tbody>
</table>

Remember, your self-determination is continuously changing. There is always room to grow!
Impact of Disability and Race/Ethnicity on Self-Determination

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.

(Shogren et al., 2018; Shogren et al., 2021)
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**

**Phase 1:** Set a Goal

**Phase 2:** Take Action

**Phase 3:** Adjust Goal or Plan

What is my goal?

What is my plan?

What have I learned?
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?
Culturally Responsive and Sustaining Self-Determination Instruction
Core and Overlapping Elements

Self-Determination
- High expectations
- Personalized supports and opportunities
- Network of supporters
- Strengths- and assets-based approach
- Focus on in-school and out-of-school success
- Inclusive opportunities

Culturally Responsive and Sustaining Practices
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

• **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

- **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!

- “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!

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
We are helping students take the journey to success.

Thank you!

Contact me at mhagiwara@sfsu.edu