Intervention Elements:
Middle School
Intervention Elements

Purpose: Increase student-direction and self-determination

1. Infuse SDLMI across academic and functional learning activities to increase student involvement in educational goal setting, action planning, and self-regulation.
   - Focus is on introducing self-regulated problem solving, goal setting, and, particularly, self-monitoring, to actively involve students in thinking about their educational goals.
   - Students will have to be taught, in the context of the SDLMI, how to think about/solve problems… use student questions to do this.

2. Involve student in Whose Future is it Anyway? during first year in project to introduce student involvement/transition, etc., and to get students thinking about their future.

3. Use SDCDM to engage in career exploration activities.
Intervention Elements: High School
Intervention Elements

Purpose: Increase student-direction and self-determination

1. Infuse SDLMI across academic and functional learning activities to increase student self-direction of goal setting and attainment.
   - Focus is on students taking a greater role in goal setting and attainment, and particularly on self-monitoring/self-evaluating progress toward goals.

2. Involve student in Whose Future is it Anyway? during first year in project to introduce student involvement/transition, etc., and to get students thinking about their future.
   - Repeat Whose Future is it Anyway? at least during year before leaving high school (or going to 18-21 program)

3. Use SDCDM to engage in career and job preparation activities.
Intervention Elements: 18-21
Intervention Elements

Purpose: Increase student-direction and self-determination and lay a solid plan for transition to adulthood.

1. Implement ‘Beyond High School’ activities.
   - Go through Whose Future is it Anyway? to identify preferences/goals across employment/career, community inclusion, living, and post-secondary education goals.
     - If within a community college or other post-secondary education setting, this can be done as a ‘class,’ also including students without disabilities as mentors.
   - Use SDLMI to engage students in goal setting and attainment pertaining to non-employment outcomes.
   - Use SDCDM to engage students in goal setting and attainment pertaining to employment/career outcomes.
   - Student assumes primary role in transition/life planning.
Component 1A
Student engages in targeted instruction focused on learning to self-directed planning and decision-making, specific to the transition process (i.e.: Whose Future is it Anyway?)

Component 1B
Student learns to self-regulate problem using the Self-Determined Learning Model of Instruction

Component 1C
Student applies self-regulated problem-solving process to identify goals in key transition areas (employment, recreation/leisure, living).

Stage 1

Component 2A
Team finalizes goals.

Component 2B
Student and team develop action plan to achieve goals in life domains.

Component 2C
Student provides informed consent related to educational program

Stage 2

Student-Directed, Person-Centered Planning Meeting

Component 3A
Implement Action Plans in Life Domains

Component 3B
Student self-monitors progress on action plan

Component 3C
Student self-evaluates progress toward goals and revises goals or action plan as needed (with consultation from IEP team).
Measurement Elements
Measurement Elements for All Ages

Baseline and at End of Each School Year
Self-Determination Inventory: Self-Report Version
Self-Determination Inventory: Adult-Report Version
Transition Empowerment Scale (high school and 18-21 only)
Satisfaction with Life Scale (high school and 18-21 only)

For Each Goal Set with SDLMI/SDCDM:
Goal Attainment Scaling

Demographic Data for Each Student (will follow up with teachers once human subjects approval processes are complete)

Fidelity Measures (working with consultant from National Implementation Research Network)