# *Using Whose Future is it Anyway?*
# *to Increase Self-Determination Skills*

## What is the evidence base?

- This is an evidence-based practice for **students with disabilities** based on two methodologically sound group studies with random assignment across 457 participants.

- This is an evidence-based practice for **students with learning disabilities** based on two methodologically sound group studies with random assignment across 296 participants with learning disabilities.

- This is an evidence-based practice for **students with intellectual disability** based on two methodologically sound group studies with random assignment across 126 participants with intellectual disabilities.

## Where is the best place to find out how to do this practice?

The best place to find out how to implement *Whose Future is it Anyway?* is through the following research coach's guide:

> For using *Whose Future is it Anyway?* to increase self-determination skills:
> http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway

## With whom was it implemented?

- Students with
    - **Learning Disabilities (2 studies, n=296)**
    - **Intellectual Disability (2 studies, n=126)**
    - ADHD (1 study, n=9)
    - Autism (1 study, n=3)
    - Emotional and Behavioral Disabilities (1 study, n=12)
    - Other Health Impairments (1 study, n=5)
    - Speech Language Disorder (1 study, n=6)

- Ages ranged from 12 to 16
- Males (n=277), females (n=180)
- Ethnicity
    - African American (n=85)

- o American Indian (n=3)
- o Asian/Pacific Islander (n=5)
- o Hispanic (n=104)
- o White (n=245)
- o Other (n=11)

## What is the practice?

*Whose Future is it Anyway?* (WFA) is a student-directed transition planning curriculum designed to help students learn to be more involved in the IEP process.  The curriculum is comprised of six sections and 36 sessions related to:

- Having self-awareness and disability awareness
- Decision making about transition-related outcomes
- Identifying and securing community resources to support transition services
- Writing and evaluating goals and objectives
- Communicating effectively in small groups
- Developing skills to become and effective team member, leader, or self-advocate

WFA has been taught:
- In combination with a cognitively accessible audio reader, *Rocket Reader*, has been used to increase self-determination (Lee et al., 2011).
- In order to increase self-determination skills (Wehmeyer, Palmer, Shogren, Williams-Diehm, & Soukup, 2013).

## Where has it been implemented?

- General education classroom (2 studies)
- Resource classroom (1 study)
- Self-contained classroom (1 study)

## How does this practice relate to Common Core Standards?

- Presentation of Knowledge and Ideas (Anchor Standards for Language, 9-12)
  - o Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

- Comprehension and Collaboration (Anchor Standard for Speaking and Listening, 9-12)
  - o Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

## How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?

- Complete required training, education, and certification to prepare for employment in a particular career field (Academic Foundations)
  - Identify training, education and certification requirements for occupational choice

- Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities (Academic Foundations)
  - Model behaviors that demonstrate active listening
  - Comprehend key elements of oral and written information such as: cause/effect, comparisons/contrasts, conclusions, context, purpose, charts/tables/graphs, evaluation/critiques, mood, persuasive text, sequence, summaries, and technical subject matter

- Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice (Communications)
  - Select the reading strategy or strategies needed to fully comprehend the content within a written document (i.e., skimming, reading for detail, reading for meaning or critical analysis)

- Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace (Communications)
  - Employ verbal skills when obtaining and conveying information

## References used to establish this evidence base:

Lee, Y., Wehmeyer, M., Palmer, S., Williams-Diehm, K., Davies, D. K., & Stock, S. E. (2011). Effect of student-directed transition planning with a computer-based reading support program on the self-determination of students with disabilities. *The Journal of Special Education*, 45, 104-117.

Wehmeyer, M. L., Palmer, S. B., Shogren, K., Williams-Diehm, K., & Soukup, J. H. (2013). Establishing a causal relationship between intervention to promote self-determination and enhanced student self-determination. *Journal of Special Education*, *46*, 195-210.

## Additional References:

Wehmeyer, M., Lawrence, M., Garner, N., Soukup, N., & Palmer, S. (2004). Whose Future is it *Anyway*? A student-directed transition planning process. Retrieved from http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway

IDEAs that Work
U.S. Office of Special Education Programs