



THE UNIVERSITY OF  
KANSAS

## 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.



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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





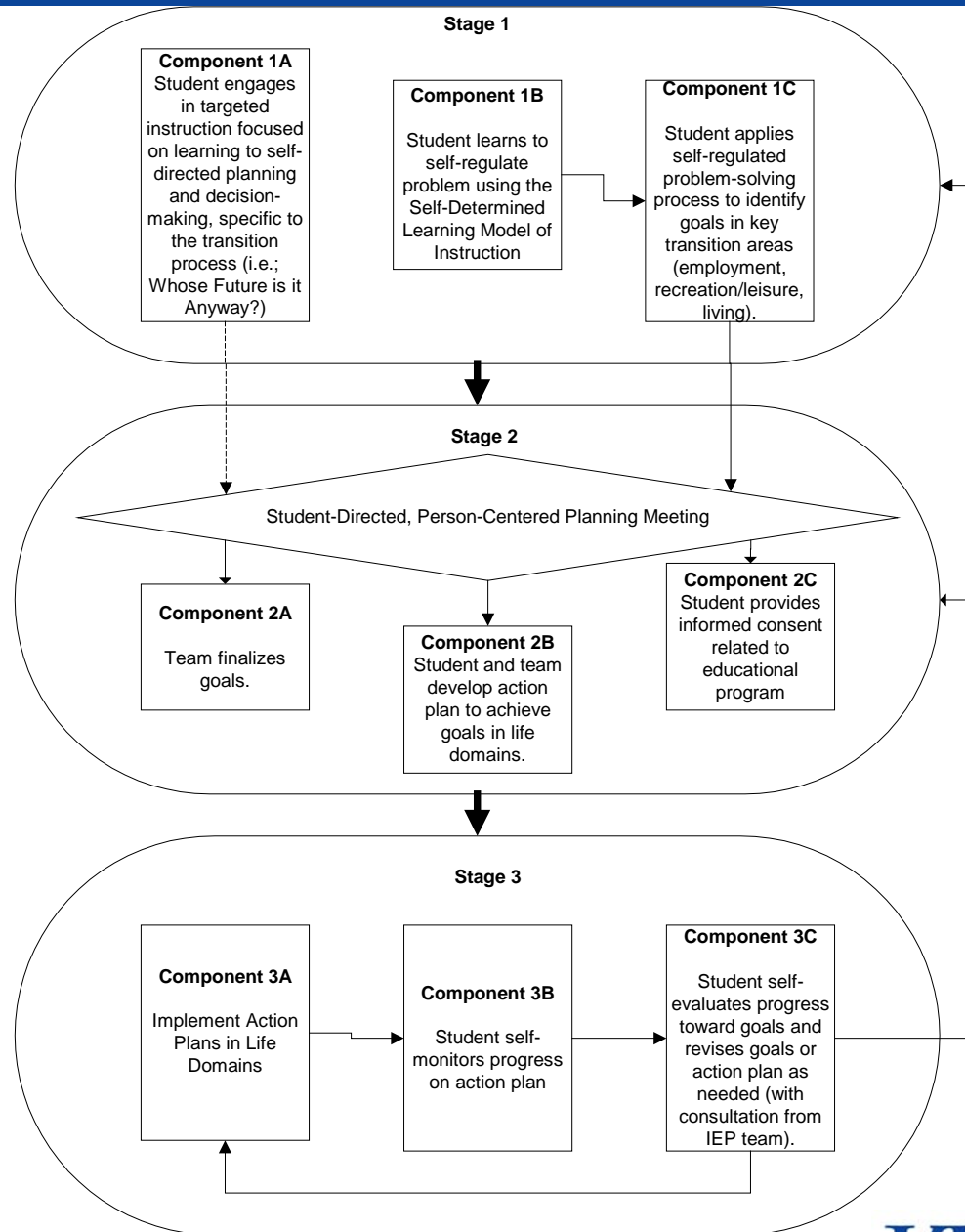
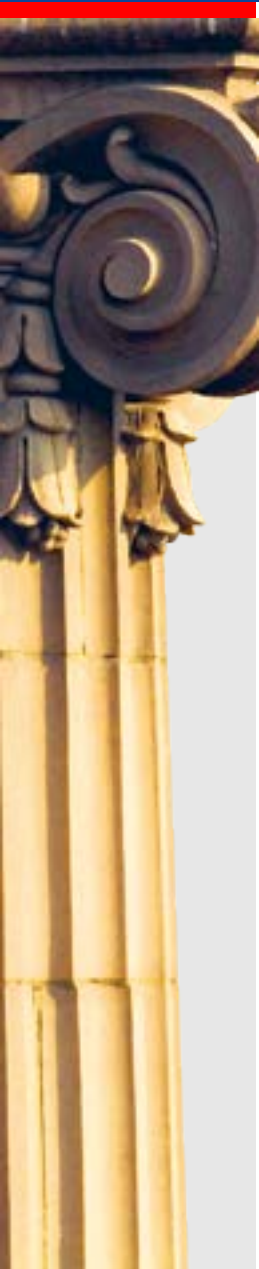


# Intervention Elements

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.





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## 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)