

Intervention Overview

Improving Transition Outcomes for HS Students with Learning Disabilities

RANDOMIZED CONTROL TRIAL:



Participating teachers and their students will be assigned to one of three, randomized groups. At the end of the study, teachers and students will have access to all intervention materials.

1

NON-RELATED INTERVENTION

Participants will receive evidence-based content enhancement routines focused on organization and goal setting.

2

POSSIBLE SELVES INTERVENTION

Participants will receive resources and professional development designed to integrate Possible Selves into their teaching practices.

3

POSSIBLE SELVES AND SELF DETERMINATION

Participants will receive resources and professional development designed to integrate PS and SDLMI into their teaching practices.

1. NON-RELATED INTERVENTION - CONTENT ENHANCEMENT ROUTINES

Teachers identify content they deem to be most critical and teach it using a powerfully designed teaching routine that actively engages students with the content. Teachers carry out instruction in partnership with students in a way that maintains content integrity while meeting both group and individual needs.

<https://sim.ku.edu/content-enhancement-routines>

2. POSSIBLE SELVES Enhancing the academic motivation and commitment of students who have lost the desire to engage in learning in a meaningful way is a major challenge for many teachers, counselors, and parents. In an effort to address this challenge, the Possible Selves Program was developed to nurture academic and personal motivation in elementary through post-secondary students. Program activities guide students through the process of thinking about their hopes,

expectations, and fears for the future. The program includes activities that help students identify short and long-term goals they value and to develop and pursue action plans that lead to goal attainment. Possible Selves was used as a key strategy throughout the 1990's in helping University of Kansas student athletes improve their academic standing and to take ownership of their learning and life goals. The Possible Selves program is designed to increase student motivation by:

- Helping students define success;
- Helping students define who they are;
- Guiding students to determine who they want to become;
- Supporting students to reflect on their goals;
- Helping students develop action plans for attaining their goals;
- Monitoring students' action plans and aid in revising them.

<https://kucrl.ku.edu/possible-selves>

LESSON SEQUENCE

1. Discovering
2. Thinking
3. Sketching
4. Reflecting
5. Growing
6. Performing

3. SELF-DETERMINED LEARNING MODEL OF INSTRUCTION Adolescents become more self-determined as they engage in problem solving and decision-making actions, set and work toward goals, identify their interests and preferences, and advocate for themselves and their needs. The goal of this evidence-based intervention is to help students to learn and practice a self-determined skill set. The Beach Center within the Life Span Institute at the University of Kansas has developed, researched and deployed a successful curriculum supplement which helps students to:

LEARNING PHASES

PHASE 1.

"What is my goal?"

PHASE 2.

"What is my plan?"

PHASE 3.

"What have I learned?"

- Learn and use skills that enable them to self-regulate problem solving leading to goal setting and attainment;
- Achieve meaningful learning goals across multiple curricular domains;
- Work toward and achieve academic and transition goals;
- Achieve better school and post-school outcomes; and
- Become more self-determined.

https://beachcenter.lsi.ku.edu/sites/default/files/SDLMI-Teachers-Guide_4-2017.pdf