

Grant Partnership Opportunity

Improving Transition Outcomes for HS Students with Learning Disabilities

PARTNERSHIP: Two research centers at the University of Kansas, The Center for Research on Learning and the Beach Center on Disability, invite you to participate in a research project that will involve 60 high schools from Arizona, Connecticut, and Kansas.

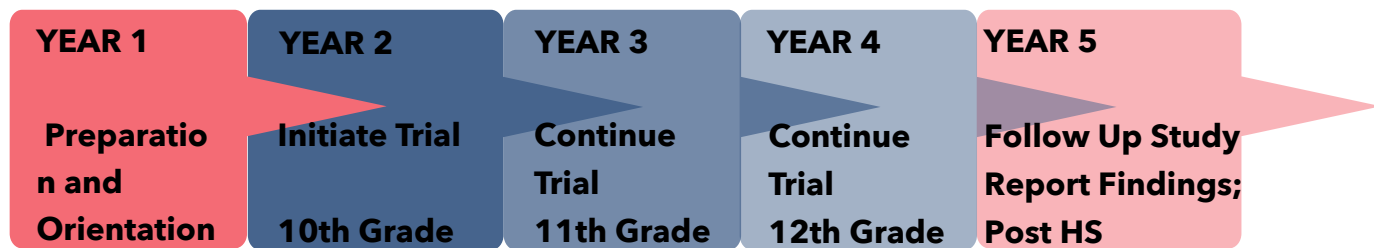


FOCUS: This five-year grant focuses on high school students with learning disabilities, yet the strategies offered can be used with all classroom students. It is designed to improve transition outcomes by providing resources that promote self-identity and self-determination. It proposes to document how these critical areas of adolescent development improve academic and transition outcomes.

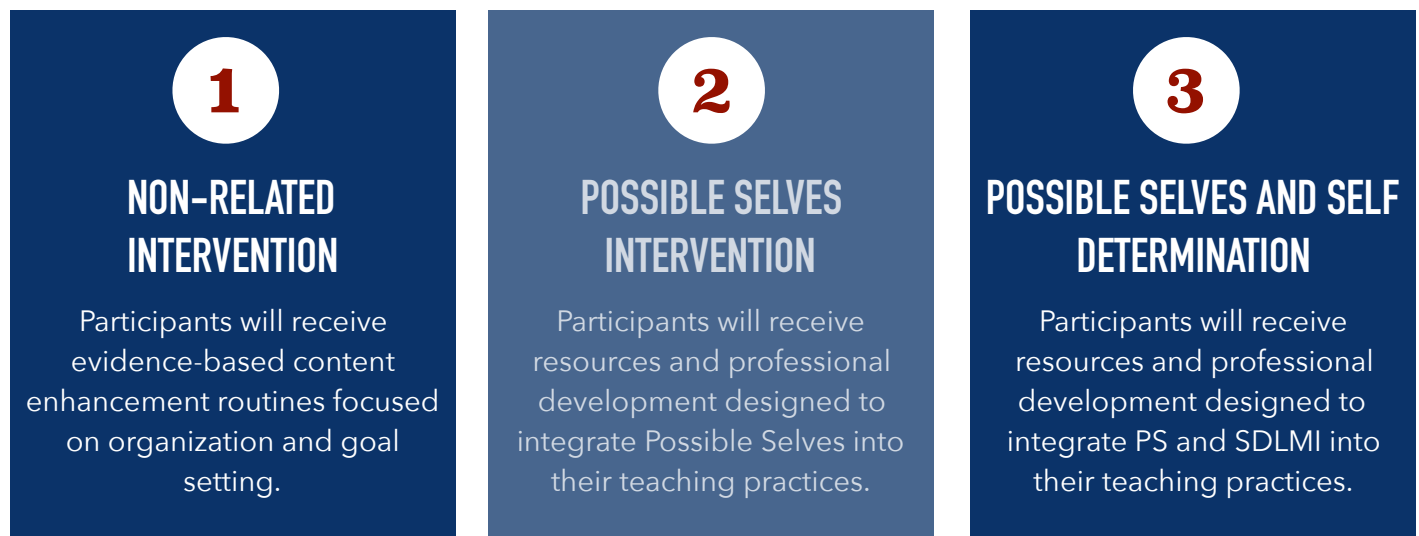
CONTENT: The multicomponent intervention to be studied consists of two fully-developed interventions, *Possible Selves: Nurturing Student Motivation* (PS) (Hock et al., 2003) and the *Self Determined Learning Model of Instruction* (SDLMI) (Wehmeyer, et al., 2000). Briefly, PS is an intervention grounded in goal theory that includes multiple activities to help students identify current 'possible selves,' focused on future hopes, expectations, and fears, thus working through an identity development process. These possible selves can be motivating when clearly defined, analyzed, and included in detailed goal attainment plans (Markus & Nurius, 1986). The SDLMI is a self-regulated problem-solving process enabling students to set goals, create action plans, and attain their goals, adjusting their action plans or goals as necessary.

BENEFITS: The direct outcomes of this multicomponent process will involve enhanced self-identity pertaining to transition and future planning and enhanced SD and self-regulated problem solving and goal setting and attainment skills. As a result, we propose that students will improve student education outcomes that include academic and transition goal attainment, GPA, improved school attendance, enhanced transition empowerment, and more positive post-secondary transition outcomes.

TIMELINE 2019 - 2024



RANDOMIZED CONTROL TRIAL: Participating teachers and their students will be assigned to one of three, randomized groups.



CREATING A GIVE-GET PARTNERSHIP The staff at KU values school culture and teacher values. Most importantly, we believe in putting students first through the delivery of optimal learning experiences.

WHAT SCHOOLS BRING TO THE PARTNERSHIP: The study will need to involve 1-2 teachers of 10th grade students with learning disabilities. Additional 10th grade teachers are certainly welcome, yet incentives are limited to 1-2 teachers.

WHAT SCHOOLS, TEACHERS AND STUDENTS GET FROM THE PARTNERSHIP: Year one, entails an initial orientation and professional development session before the start of the school year. Throughout years 2-4, the participating teacher(s) will be supported through a virtual coach and at least one onsite visit. In year five, schools will receive results of a follow up study. Students who were involved in the pilot and control trials are interviewed to document their transition after high school. Schools receive a small honorarium and teacher incentive.