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)
• American Indian (n=3)
• Asian/Pacific Islander (n=5)
• Hispanic (n=104)
• White (n=245)
• 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:


Additional References:
