

PRACTICE DESCRIPTION***Whose Future is it Anyway? plus Rocket Reader***
(Evidence-Based Practice)**What is the evidence base?**

This is an evidence-based practice for **students with disabilities** based on one methodologically sound group design study with random assignment across 168 students with learning disabilities, intellectual disability, autism, other health impairment, speech/ language disability, and emotional behavior disorder.

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

- Zarrow Institute on Transition & Self-Determination (The University of Oklahoma)
<https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-resources/curriculum/whose-future>

With whom was it implemented?

- Students with
 - Specific learning disability ($n = 78$)
 - Intellectual disability ($n = 23$)
 - Autism ($n = 7$)
 - Other health impairment ($n = 13$)
 - Speech/ language disability ($n = 15$)
 - Emotional behavior disorder ($n = 18$)
- Average age of 13-years-old

What is the practice?

Whose Future is it Anyway? is a student-directed transition planning curriculum that emphasizes students preferences, interests, and needs with the goal of students being actively and meaningfully involved in their transition planning. This curriculum will provide students with the opportunity to acquire skills to increase their self-awareness, problem-solving, decision-making, goal-setting, and small-group communication skills.

Whose Future is it Anyway? is based on the following: (1) students who are involved in planning for their future will more likely be full participants in the planned educational activities resulting from that plan, (2) students of all abilities can learn the skills to be involved, and (3) students who believe that their voice will be heard will be more likely to participate in the planning process and ongoing educational decisions.

Where has it been implemented?

- Junior high and middle school classes

How does this practice relate to Common Core Standards?

- [CCSS.ELA-LITERACY.CCRA.L.3](#) – Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

How does this practice relate to the Common Career Technical Core?

- [Plan education and career path aligned to personal goals.](#) Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- [Act as a responsible and contributing citizen and employee.](#) Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- [Apply appropriate academic and technical skills.](#) Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive

References used to establish this evidence base:

Lee, Y., Wehmeyer, M. L., Palmer, S. B., Williams-Diehm, K., Davies, D. K., & Stock, S. E. (2011). The 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*(2), 104–117. <https://doi.org/10.1177/0022466909358916>

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