

School Psychologists and Self-Determination

Start of Block: Block 5

Q33 If you decide to complete the following Qualtrics survey regarding school psychologists' awareness of, training in, and utilization of self-determination interventions, your completion of the survey indicates your consent to participate in the associated research. This study has been approved by the Institutional Review Board (IRB) at the University of Denver (DU). Responding to this survey is voluntary, and all responses are confidential. The study is expected to take approximately six (6) minutes to complete. If you have any questions, please contact the researcher, Pete Gladstone, at peter.gladstone@du.edu, the dissertation chair, Devadrita Talapatra, Ph.D., at devadrita.talapatra@du.edu, or the Director of Research Integrity, Mary Travis, at mary.travis@du.edu.

- I consent to participate in the following survey research project (1)
- I DO NOT consent to participate in the following survey research project (2)

Skip To: End of Survey If If you decide to complete the following Qualtrics survey regarding school psychologists' awarenes... = I DO NOT consent to participate in the following survey research project

End of Block: Block 5

Start of Block: Part 1: Demographics

Q23 Do you currently practice school psychology in schools?

- Yes; full time (1)
- Yes; part time (two or more days per week) (2)
- Yes; part time (less than two days per week) (3)
- No (4)

Skip To: End of Survey If Do you currently practice school psychology in schools? = Yes; part time (less than two days per week)

Skip To: End of Survey If Do you currently practice school psychology in schools? = No

Q3 In what level of school do you practice? (If you work in more than one, select the setting in which you are assigned to the most time. If you split time evenly, select the option that you consider to be primary. **The remainder of the survey will refer to your practice at this school.**)

- Elementary (4)
- Middle (3)
- High (1)

Skip To: End of Survey If In what level of school do you practice? (If you work in more than one, select the setting in whi... = Elementary

Q1 In what region of the country do you practice?

- East North Central (IL, IN, MI, OH, WI) (1)
 - East South Central (AL, KY, MS, TN) (2)
 - Mid-Atlantic (NJ, NY, PA) (3)
 - Mountain (AZ, CO, ID, MT, NV, NM, UT, WY) (4)
 - New England (CT, ME, MA, RI, NH, VT) (5)
 - Pacific (AK, CA, HI, OR, WA) (6)
 - South Atlantic (DE, DC, FL, GA, MD, NC, SC, VA, WV) (7)
 - West North Central (IA, KS, MN, MO, NE, ND, SD) (8)
 - West South Central (AR, LA, OK, TX) (9)
-

Q4 How long have you practiced school psychology? (This question refers to total practice since graduation. It does not refer to practicum or internship experiences, nor does it refer to the amount of time at your current school.)

- 0-5 years (1)
- More than 5 years (2)

End of Block: Part 1: Demographics

Start of Block: Block 4

Q26 Are you familiar with the construct of self-determination?

- Yes (1)
- No (2)

End of Block: Block 4

Start of Block: Knowledge

Q24 Self-determination is defined as "the volitional acts that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life" (Wehmeyer, 2005, p. 115). Additionally, the following definitions apply for the remainder of the survey:

Choice Making: Recognition and evaluation of available options (Little Friends Inc, 1992)

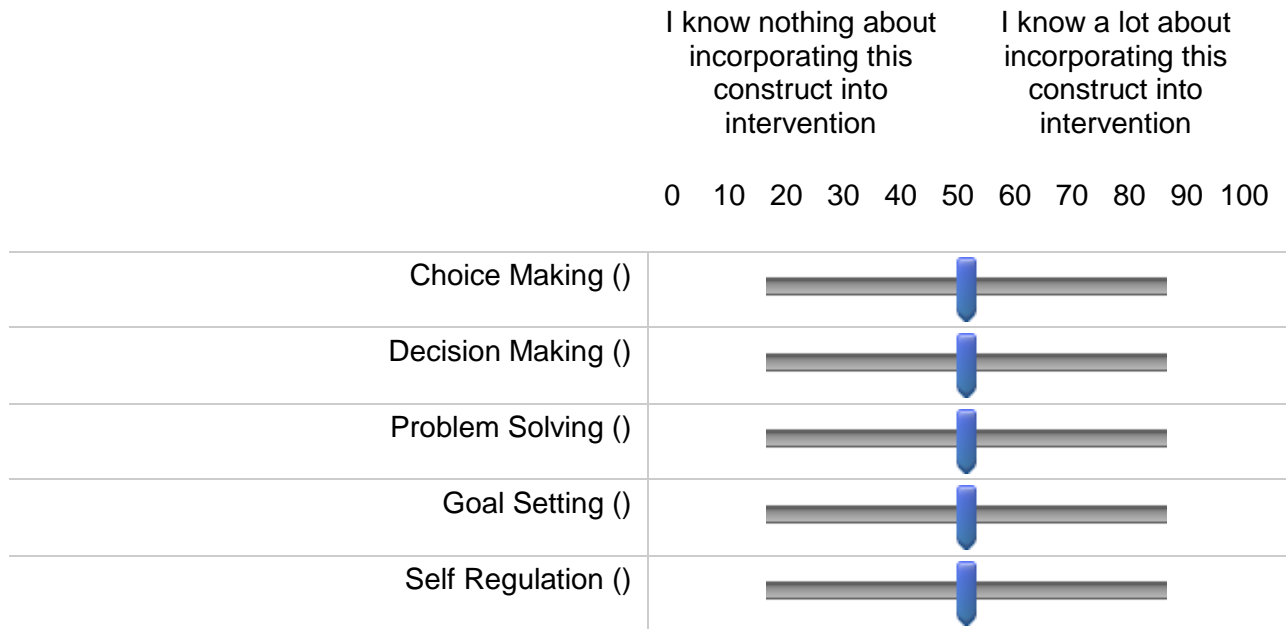
Decision Making: Deciding among competing courses of action (Baron & Brown, 1991; Hickson & Khemka, 2013)

Problem Solving: Evaluating barriers to success and find solutions (D'Zurilla & Goldfried, 1971)

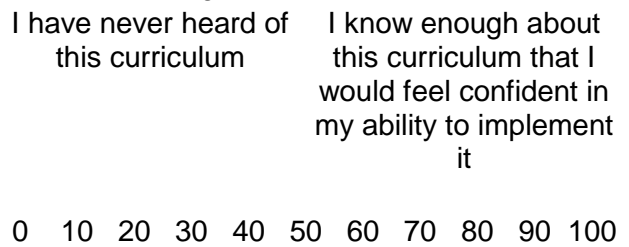
Goal Setting: Developing future aspirations and determining steps required to achieve them (Wehmeyer & Shogren, 2013).

Self-Regulation: Incorporating social desirability when determining how to act when coping with one's environment (Whitman, 1990).

Q5 To what degree do you feel knowledgeable about incorporating the following constructs into interventions?



Q6 To what degree do you feel knowledgeable about the following intervention curricula?



Self-Determined Learning Model of Instruction ()	
Universal Design for Learning ()	
Explicit instruction in choice-making, decision-making, problem-solving, goal-setting, and/or self-regulation ()	
Oregon Youth Transition Program: A Model for Teaching Self-Determination and Transition Skills ()	
Self-Advocacy Strategy for Education and Transition Planning ()	
The Self-Directed IEP ()	
Whose Future is it Anyway? ()	
NEXT S.T.E.P. Curriculum ()	
TAKE CHARGE for the Future ()	
McGill Action Planning System (MAPS) ()	
Planning Alternative Tomorrows with Hope (PATH) ()	

End of Block: Knowledge

Start of Block: Training

Q7 Have you ever received any type of training regarding self-determination?

Yes (1)

No (2)

Skip To: End of Block If Have you ever received any type of training regarding self-determination? = No

Q8 Where did you receive your self-determination specific training? Choose all that apply.

- Provided by my school while I worked there (1)
 - Sought out myself (e.g., attending a presentation at a conference, buying/renting books about self-determination, conducting internet searches, etc.) (2)
 - Received instruction during pre-service training (3)
-

Q29 Have you ever received training that explicitly focused on the implementation of self-determination focused intervention?

- Yes (1)
- No (2)

Skip To: End of Block If Have you ever received training that explicitly focused on the implementation of self-determinati... = No

Q30 Where did you receive your training that explicitly focused on the implementation of self-determination focused intervention? Choose all that apply.

- Provided by my school while I worked there (1)
 - Sought out myself (e.g., attending a presentation at a conference, buying/renting books about self-determination, conducting internet searches, etc.) (2)
 - Received instruction during pre-service training (3)
-

Q12 In what context did you receive training regarding intervention using the following curricula? Choose all that apply.

	Whole school/large group (1)	Small group (2)	Individualized coaching (3)	Self-directed (5)	None (4)
Self Determined Learning Model of Instruction (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universal Design for Learning (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in choice making, decision making, problem solving, goal setting, and/or self-regulation (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon Youth Transition Program: A Model of Teaching Self-Determination and Transition Skills (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Advocacy Strategy for Education and Transition Planning (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Self-Directed IEP (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Whose Future is it Anyway? (7)

NEXT S.T.E.P. Curriculum (8)

TAKE CHARGE for the Future (9)

McGill Action Planning System (MAPS) (10)

Planning Alternative Tomorrows with Hope (PATH) (11)

End of Block: Training

Start of Block: Confidence in Implementation

Q31 How often do you provide consultative services (i.e., indirect service in which you help clients such as administrators or teachers to apply a systematic problem-solving process with the goals of remediating and preventing student problems; Newman, Hazel, Barrett, Das Chaudhuri, & Fetterman, 2017) at your school, in any capacity?

0 10 20 30 40 50 60 70 80 90 100

0=Never; 100=Consultation is my primary responsibility ()



Skip To: Q14 If How often do you provide consultative services (i.e., indirect service in which you help clients... = 0=Never; 100=Consultation is my primary responsibility

Q13 To what degree do you feel confident to consult with clients (e.g., administrators, teachers, families, and other stakeholders) regarding their implementation of the following intervention curricula?

	Not Confident at All (1)	Lacking In Confidence (2)	Somewhat Confident (3)	Very Confident (4)
Self Determined Learning Model of Instruction (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universal Design for Learning (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explicit instruction in choice making, decision making, problem solving, goal setting, and/or self-regulation (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oregon Youth Transition Program: A Model of Teaching Self-Determination and Transition Skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Advocacy Strategy for Education and Transition Planning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Self-Directed IEP (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whose Future is it Anyway? (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEXT S.T.E.P. Curriculum (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TAKE CHARGE for the Future (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGill Action Planning System (MAPS) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Planning
Alternative
Tomorrows with
Hope (PATH)
(11)

Q17 To what degree do you feel prepared to consult with your clients (e.g., administrators, teachers, families, and other stakeholders) regarding the implementation of intervention focused on the following?

	Not Confident at All (1)	Lacking in Confidence (2)	Somewhat Confident (3)	Very Confident (4)
Choice Making (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision Making (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal Setting (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self Regulation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Estimate: What percentage of your students' IEPs include self-determination development plans?

0 10 20 30 40 50 60 70 80 90 100

0=None; 100=All ()



Q15 Estimate: What percentage of your students receive self-determination intervention utilizing the Self-Determined Learning Model of Instruction?

0 10 20 30 40 50 60 70 80 90 100

0=None; 100=All ()



Q16 Estimate: What percentage of the classrooms in your school utilize Universal Design for Learning frameworks to encourage differentiated instruction?

0 10 20 30 40 50 60 70 80 90 100

0=None; 100=All ()



Q18 Estimate: What percentage of your students receive targeted instruction explicitly aimed at developing skills in choice making, decision making, problem solving, goal setting, and/or self regulation?

0 10 20 30 40 50 60 70 80 90 100

0=None; 100=All ()



Q21 Estimate: What percentage of your students receive targeted instruction in self-determination utilizing the Oregon Youth Transition Program: A Model for Teaching Self-Determination and Transition Skills?

0 10 20 30 40 50 60 70 80 90 100

0=None; 100=All ()



Q19 Estimate: What percentage of your students lead their own IEP meetings?

0 10 20 30 40 50 60 70 80 90 100

0=None; 100=All ()



Skip To: End of Survey If Estimate: What percentage of your students lead their own IEP meetings? = 0=None; 100=All

Q20 Of your students that lead their own IEP meetings, how many are prepared using the following curricula?

	All (1)	Some (2)	None (3)
The Self-Advocacy Strategy for Education and Transition Planning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Self-Directed IEP (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whose Future is it Anyway? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEXT S.T.E.P. Curriculum (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TAKE CHARGE for the Future (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGill Action Planning System (MAPS) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning Alternative Tomorrows with Hope (PATH) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Confidence in Implementation