Using Whose Future is it Anyway? to Increase Self-Determination Skills

What is the evidence base?

A moderate level of evidence based on one high quality group study

With who was it implemented?

- Students with
  - ADHD (1 study, n=9)
  - Autism (1 study, n=3)
  - Emotional and Behavioral Disabilities (1 study, n=12)
  - Intellectual Disability (1 study, n=22)
  - Learning Disabilities (1 study, n=29)
  - Other Health Impairments (1 study, n=5)
  - Speech Language Disorder (1 study, n=6)
- Ages ranged from 12 to 16
- Males (n=66), females (n=20)
- Ethnicity
  - African American (n=26)
  - American Indian (n=1)
  - Asian/Pacific Islander (n=3)
  - Hispanic (n=11)
  - White (n=45)

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
How has the practice been implemented?

- WFA in combination with a cognitively accessible audio reader, Rocket Reader, has been used to increase self-determination.

Where has it been implemented?

- General education classroom (1 study)
- Resource classroom (1 study)
- Self-contained classroom (1 study)

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:


How does this practice relate to Indicator 13?

- Indicator 13 Checklist Item #3: Increasing self-determination skills may reflect results of transition assessment information.
- Indicator 13 Checklist Item #4: Self-determination skill instruction may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary goals.
- Indicator 13 Checklist Item #6: Teaching self-determination skills may be part of an annual IEP goal that supports a student’s transition services and postsecondary goals.

How does this practice relate to Common Core Standards?

- Presentation of Knowledge and Ideas (Anchor Standards for Language, 9-12)
  - 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)
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)
- Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities (Academic Foundations)
- Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice (Communications)
- Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace (Communications)

**References used to establish this evidence base:**


**Additional References:**