Using Whose Future is it Anyway? to Teach Student Knowledge of Transition Planning

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:

*For using *Whose Future is it Anyway?* to increase self-determination skills: [http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-education-materials/whos-future-is-it-anyway.html](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-education-materials/whos-future-is-it-anyway.html)*

**How does this practice relate to Indicator 13?**

• Indicator 13 Checklist Item #3: Teaching knowledge of transition planning may reflect results of transition assessment information.
• Indicator 13 Checklist Item #4: Learning about transition planning 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 knowledge of transition planning may be a part of an 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)
  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)
  o 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)
  o Model behaviors that demonstrate active listening
  o 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)
  o 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)
  o Employ verbal skills when obtaining and conveying information

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


**Additional References:**