

i'm
deter
mine

Predictable Pathway



- One high school student drops out every 26 seconds
- On average, youth with disabilities drop out at significantly higher rates than youth without disabilities
- Youth with emotional disturbances and learning disabilities drop out at higher rates than their peers

(Bost, 2010; NDPC)

What's Astounding



Elementary Years

- Difference exist between graduates and dropouts as early as Kindergarten
- Researchers have identified signs of leaving as early as first grade
- Early signs of aggression may suggest problems later on



Elementary Years

- Dropouts can be distinguished from graduates with 66% accuracy using attendance rates alone

Effects of Retention



Elementary Years

- Students held back as early as K– 4th grade are five times more likely to dropout

Middle School Predictors of Dropping Out of High School



- Poor Attendance
- Poor Behavior
- Failing Math
- Failing English

(Bost, 2010; NDPC)

Component Skills of Self-Determination

- Choice-Making
- Decision-Making
- Problem-Solving
- Goal-Setting and Attainment
- Self-Regulation and Self-Management
- Self-Advocacy and Leadership
- Self-Efficacy
- Self-Awareness
- Self-Knowledge

Self-Determined Students

- **Are aware of and use knowledge of their strengths and limitations in a beneficial way**
- **Set demanding, yet realistic goals**
- **Create plans to achieve their goals**
- **Make appropriate choices and decisions**
- **Accept responsibility for their choices and decisions**

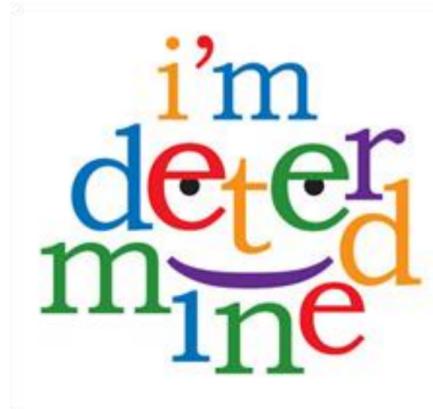
Self-Determined Students

- **Solve problems**
- **Advocate for themselves**
- **Act autonomously**
- **Regulate their own behavior**
- **Understand supports that are available and needed for success**
- **Evaluate outcomes**
- **Believe they can influence outcomes in their lives (internal locus of control)**

<http://www.ncset.org/publications/viewdesc.asp?id=962;>

Wehmeyer & Field, 2007)

Name:
Address:
DOB:



Date:

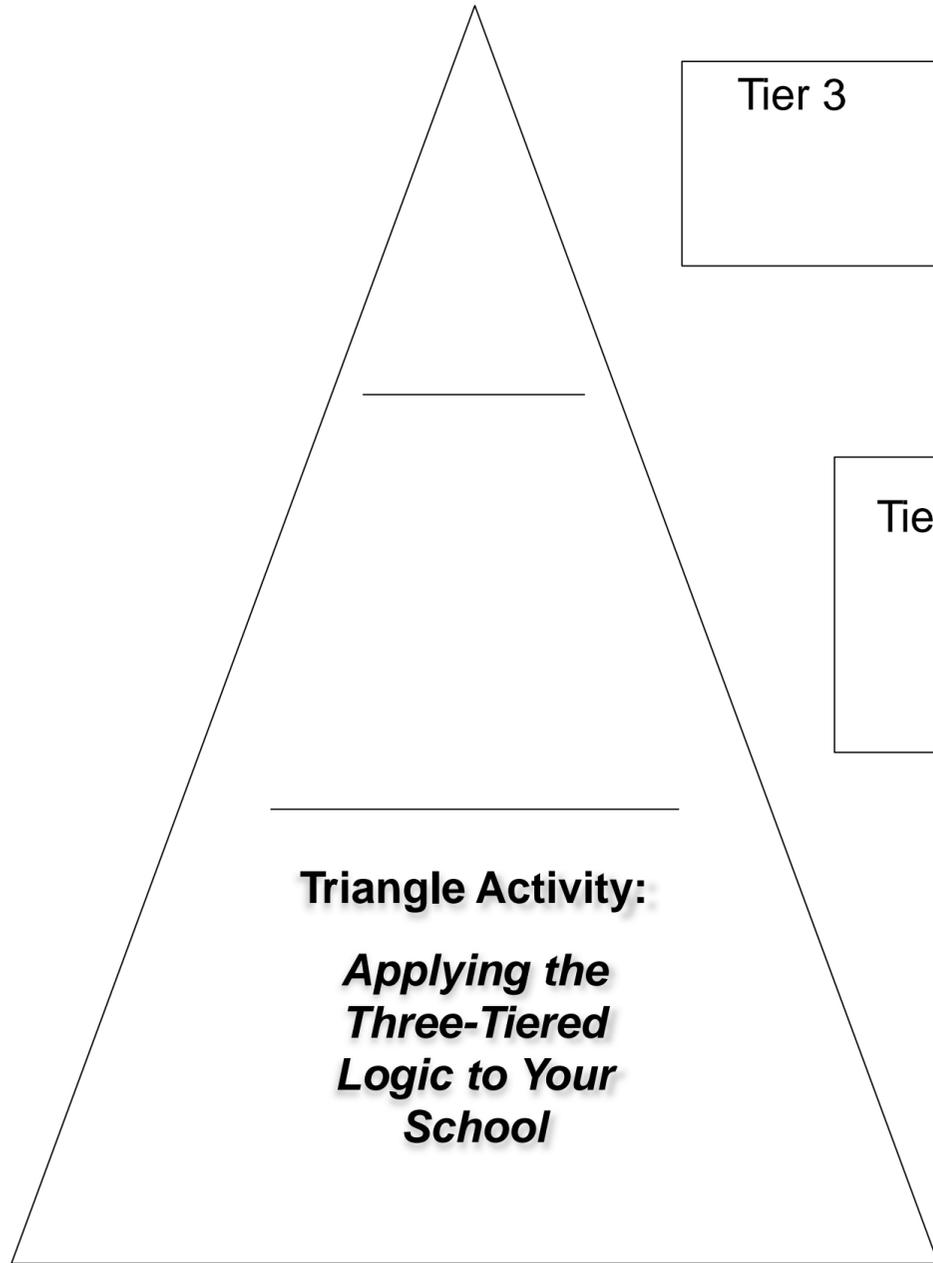
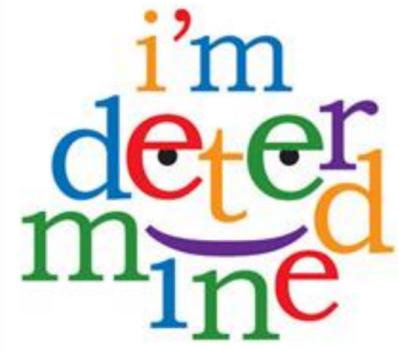
My Strengths

My Interests

My Preferences

My Needs

The One-Pager



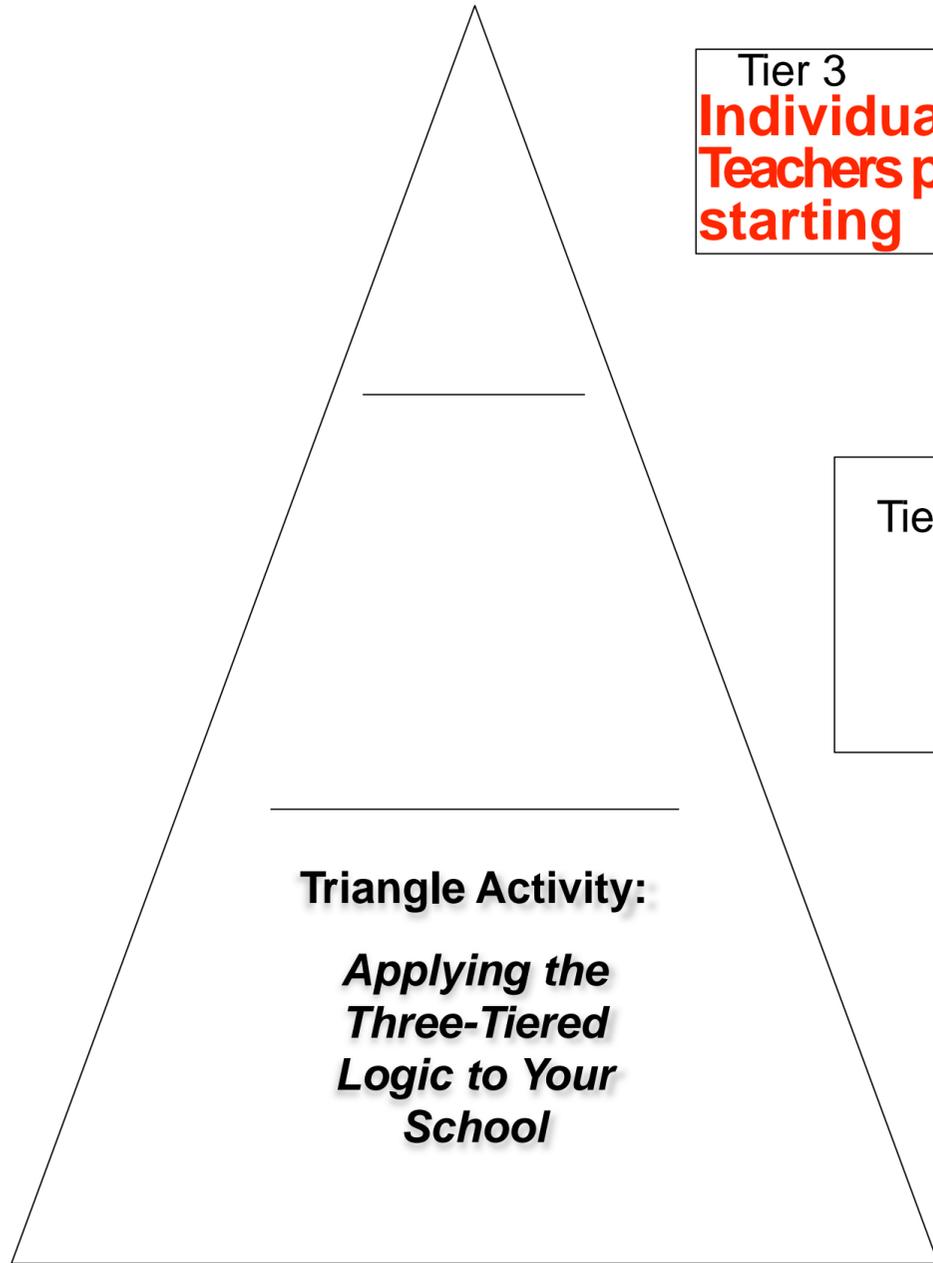
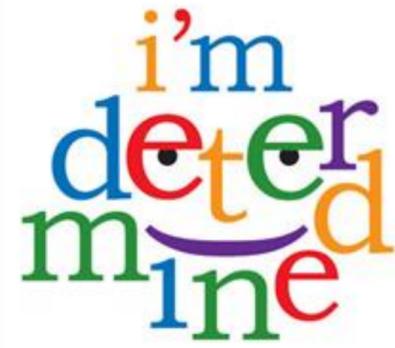
Triangle Activity:

***Applying the
Three-Tiered
Logic to Your
School***

Tier 3

Tier 2

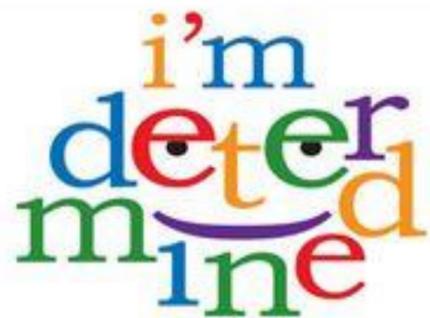
Tier 1



Tier 3
Individual students sends one to all Teachers prior to school year starting

Tier 2
Students at-risk for failing class create one and share with teachers

Tier 1
Entire 9th grade class during 1st week of school



My Good Day Plan

Good Day

Now

Action

Support

What happens on a Good Day?

Does it happen now?

What needs to happen to make it a Good Day?

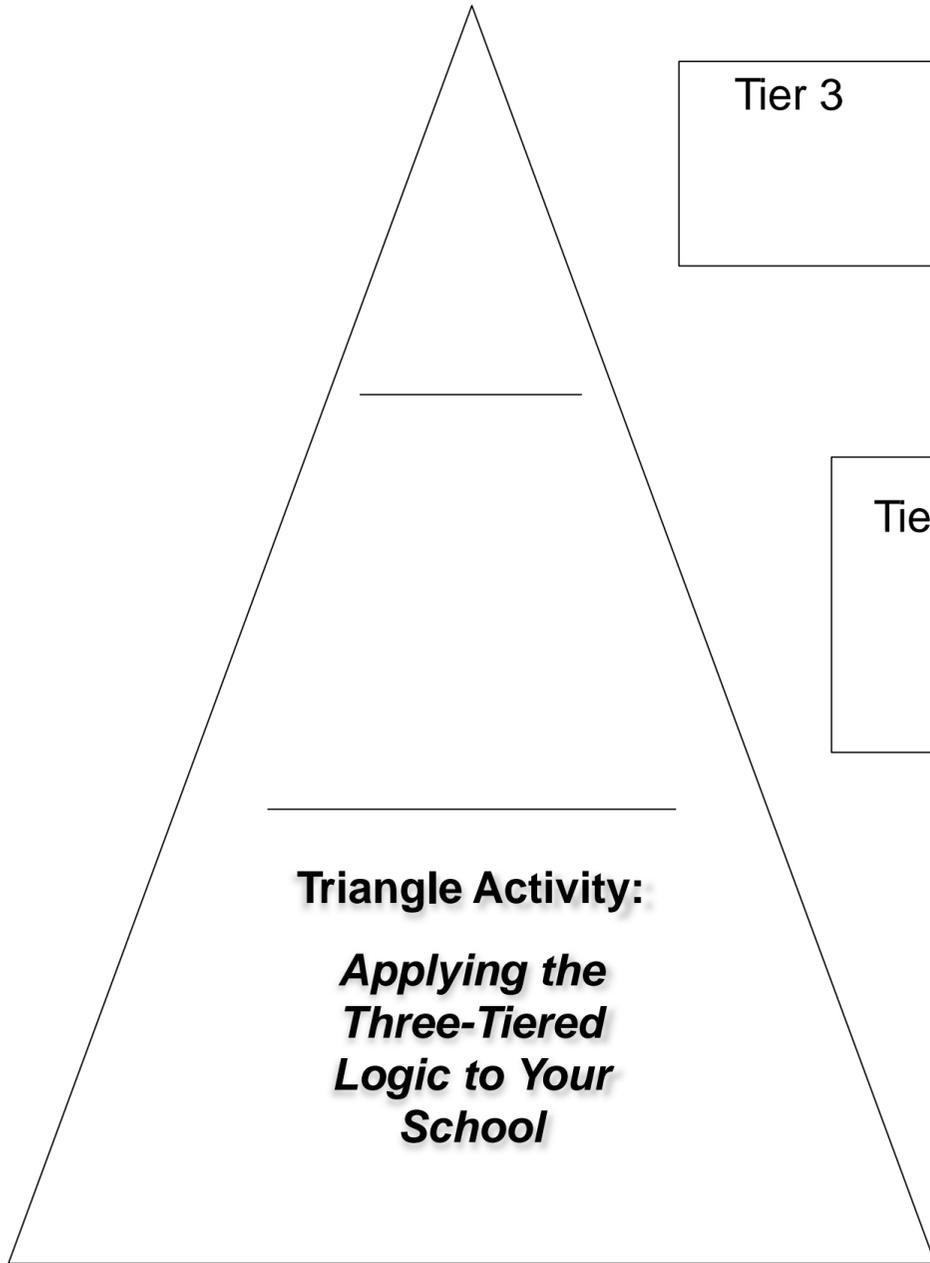
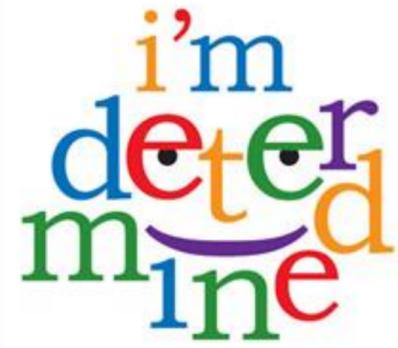
Who can help me?

❖

❖

❖

❖



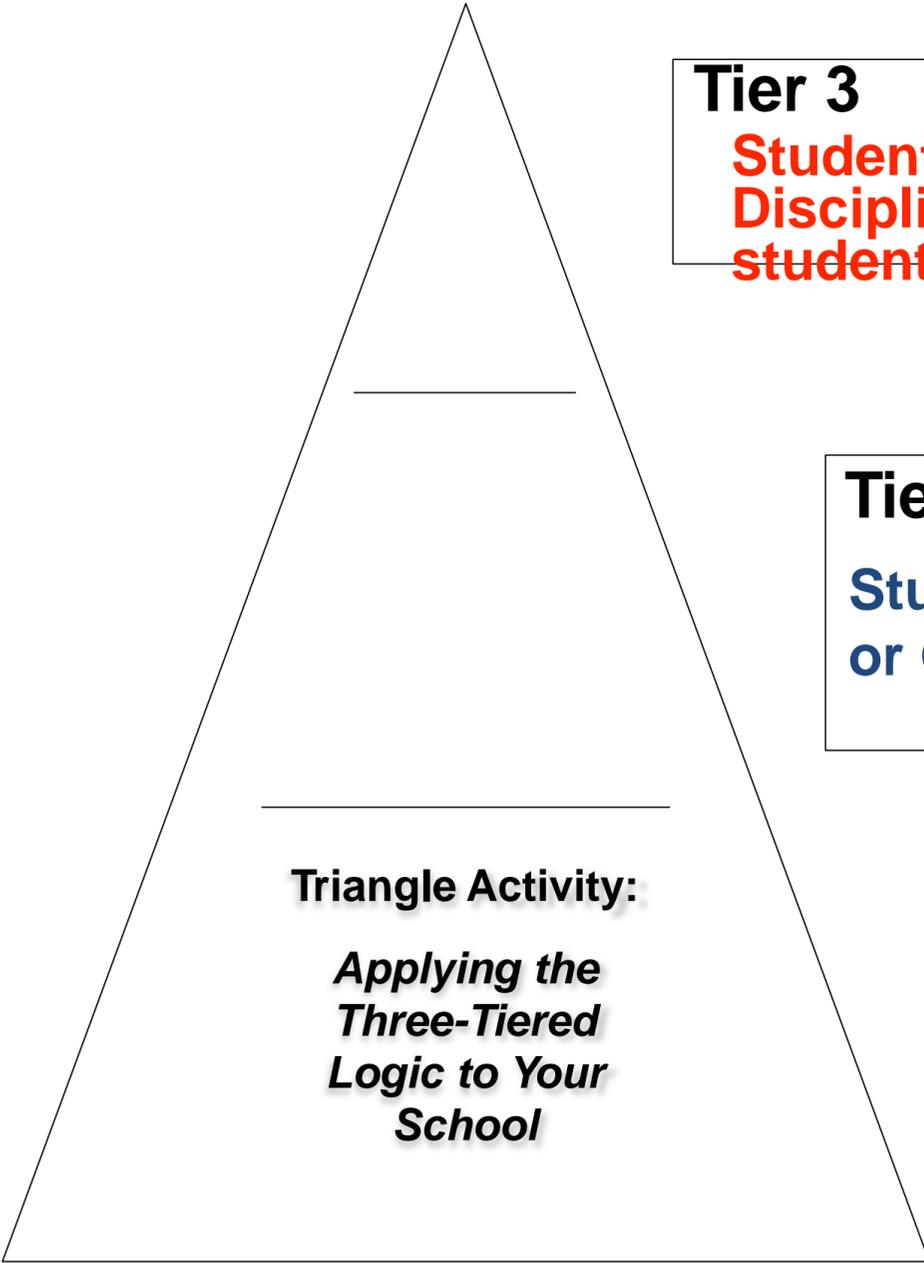
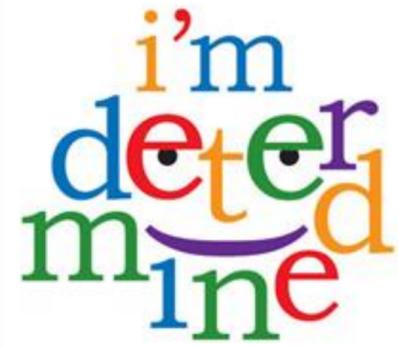
Triangle Activity:

***Applying the
Three-Tiered
Logic to Your
School***

Tier 3

Tier 2

Tier 1

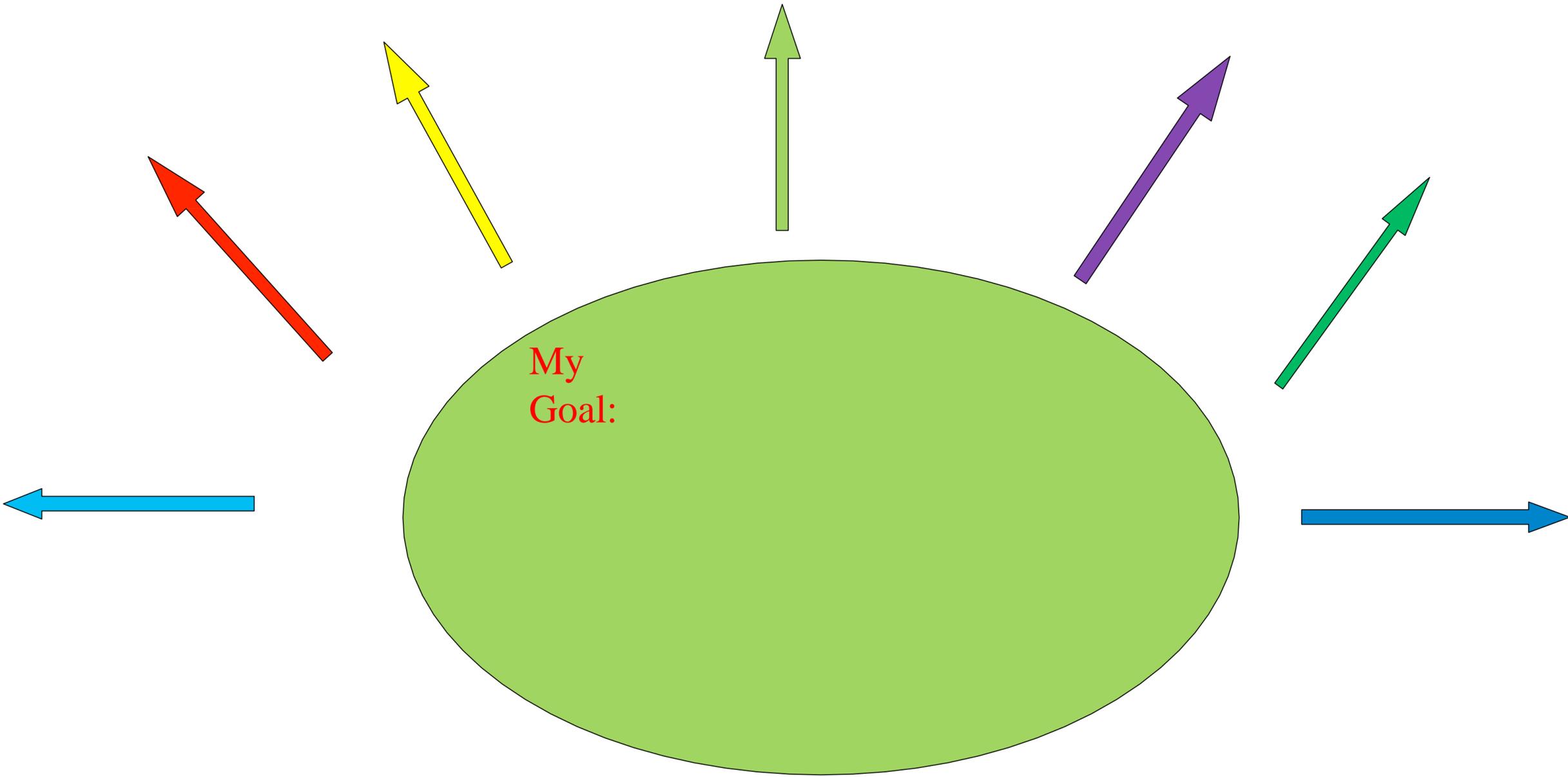


Tier 3
**Student and Administrators,
Discipline Administrators and
student**

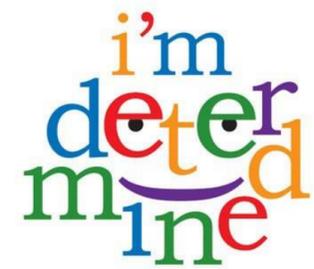
Tier 2
**Student gives to CICO coordinator
or Graduation Coach**

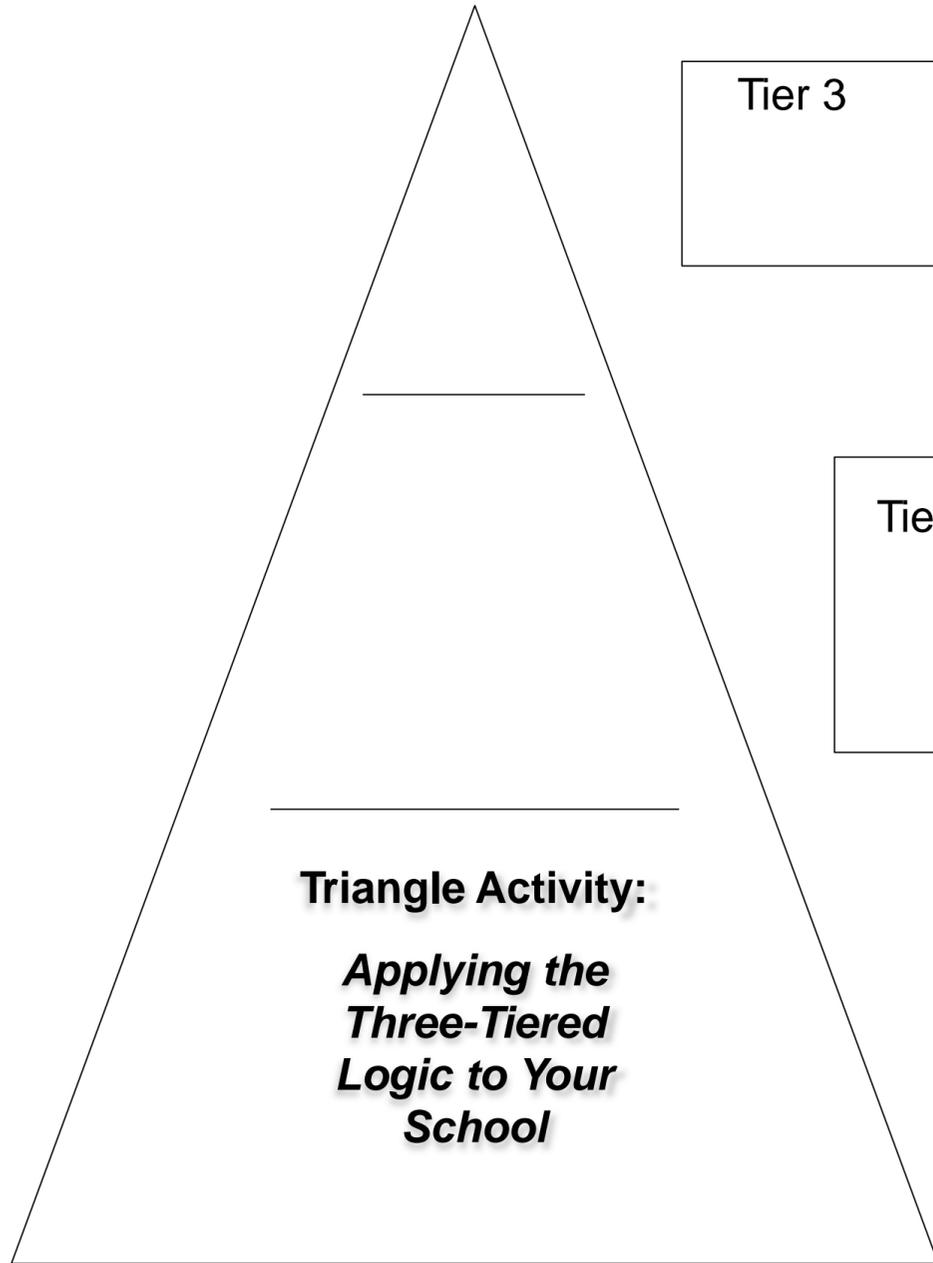
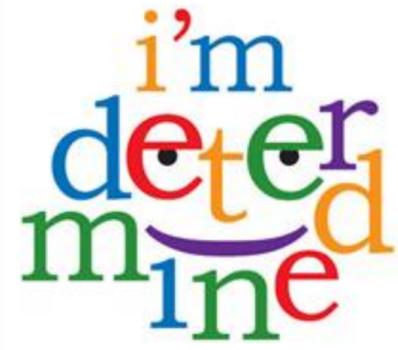
Tier 1
**7th grade class
creates class wide GDP**

Triangle Activity:
*Applying the
Three-Tiered
Logic to Your
School*



What I need to do to get there:





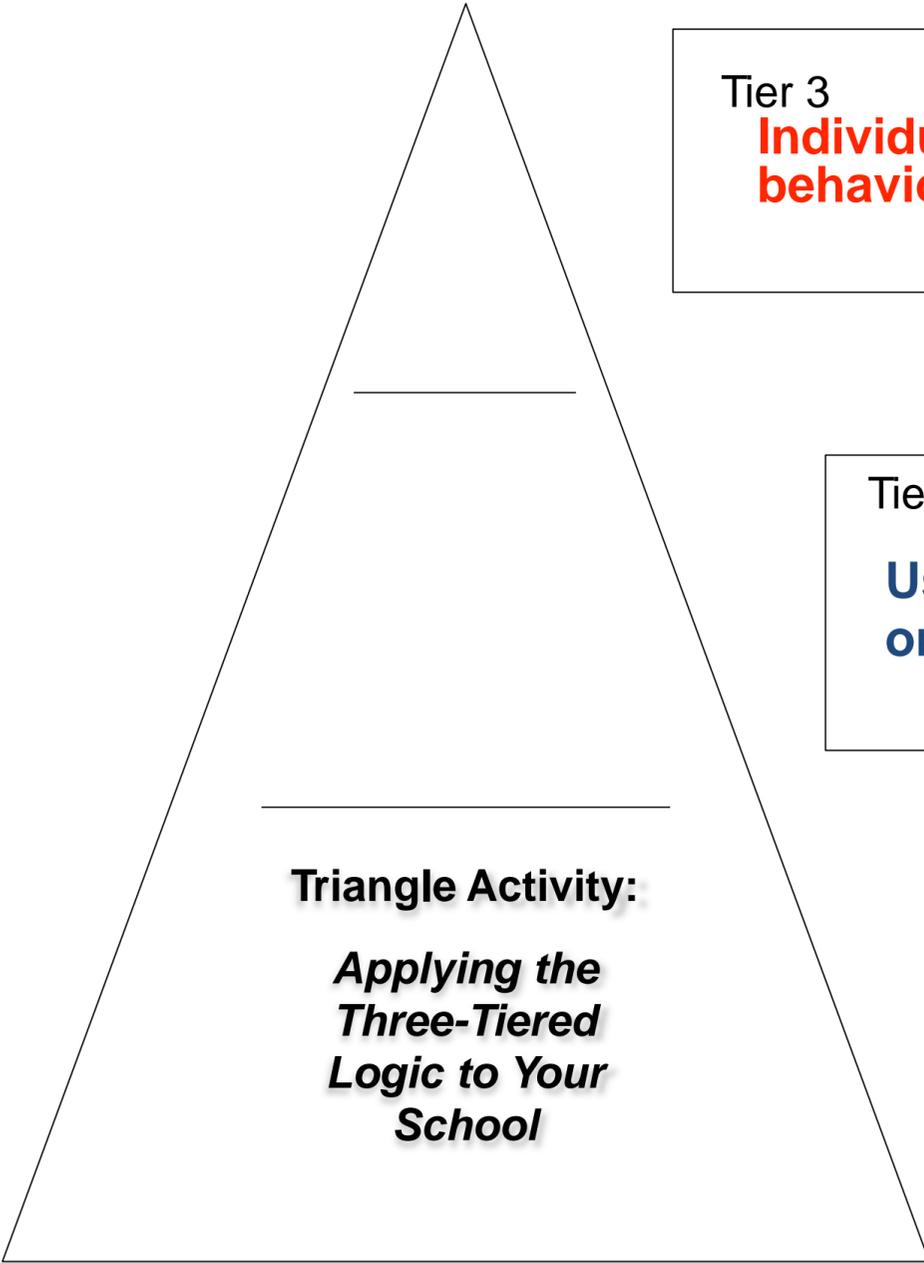
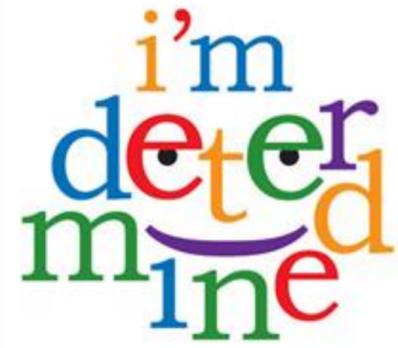
Triangle Activity:

***Applying the
Three-Tiered
Logic to Your
School***

Tier 3

Tier 2

Tier 1



Tier 3
Individual student sets weekly behavior goals

Tier 2
Use with Youth Development clubs or Guidance Groups

Tier 1
5th grade class sets a goal to attend the school wide acknowledgement event

Online Resources

[http://www.imdetermined.org/quick links/one pager/](http://www.imdetermined.org/quick%20links/one%20pager/)

[http://www.imdetermined.org/quick links/good day plan/](http://www.imdetermined.org/quick%20links/good%20day%20plan/)

[http://www.imdetermined.org/quick links/goal setting attainment/](http://www.imdetermined.org/quick%20links/goal%20setting%20attainment/)