



**Inclusive Model for  
Self-Determined  
Learning**



**CHIME Institute**

# The CHIME Institute: Inclusive Model for Self-Determined Learning

- **Target population:** Students with I/DD (preschool through age 22)
- Refined inclusive education practices to embed person-centered planning practices in students' educational programs
- Activities emphasized inclusive settings
- Strengthening self-determination and person-centered planning early in a child's life for a more authentic, inclusive life trajectory

# **The CHIME Institute: Collaborative Partners**

California State University, Northridge (CSUN) Department  
of Special Education

WISH Charter School

The Family Focus Resource Center (FFRC)

Disabilities Voice United

The Supporting Inclusive Practices (SIP) Project

The LAUSD Division of Special Education

# The CHIME Institute: Implementation and Outcomes

## The project scope included a combination of:

- Structural changes to the IEP process (e.g. preparation, meeting structure and implementation)
- Professional development and coaching for educators and other IEP team members
- Implementation of core practices (e.g. parent and teacher candidate training within an education specialist preparation program)
- Documented practices to support dissemination and training of additional organizations

# Implementation & Outcomes (page 2 of 4)

## **Project Activities reached the following:**

- 160 students from preschool through high school
- 145 families
- 60 pre-service teachers
- 70 para-educators
- 140 educators

# Implementation & Outcomes (page 3 of 4)

## **Policies or Procedures Created:**

- Created self-determination as a goal option on IEP forms (in LAUSD)
- Preschool teachers and students created portfolio to develop transition plan and goals for kindergarten.
- Integrate goal-setting into Kindergarten curriculum (at CHIME)

## **Promising Practices Created:**

- Self-determination goal planning documents for IEP preparation
- Forms to integrate family input in IEP planning
- Self-determination instruction modules for in-service teachers

# Implementation & Outcomes (page 4 of 4)

## **Promising Practices Supported:**

- Training on self-determination standards

## **Best Practices Supported:**

- Promotion of student-led IEP's (with teachers)
- Support of family collaboration
- Use of Self-Determined Learning Model of Instruction (SDLMI)
- Practice of goal-setting and problem-solving for young children
- Research to identify best practices: Two manuscripts in development

# The CHiME Institute: Deliverables

- Professional conferences: Presentations
- Course content for pre-service teachers: Special Education Credential Curriculum and Instruction for Students with Mild-to-Extensive Support Needs (California State University, Northridge)
- Webinar recordings to assist teachers, parents, and service providers in supporting people with I/DD develop/use self-determination skills
- Teacher video examples
  - Embedded self-determination instruction
  - Student goal-setting and monitoring activities
- Forms



# Barriers and Lessons Learned

## Barriers

- Post-COVID delays in full implementation of some activities due to school staffing challenges

## Lessons learned

- The experiences, opinions, and views of individuals with I/DD are essential
- It is important to partner with individuals with I/DD in Communities of Practice and in public presentations

# The Chime Institute: Project Status



- CHIME will include policies and promising practices from this project on its website and in its practice
- As a Professional Development School, CHIME will continue to include this project's findings and information in future trainings
- Schoolwide systems developed through this project will be studied by CSUN faculty
- CSUN will publish a manuscript for use in its presentations and conferences attended by education researchers



# The CHIME Institute:

Inclusive Model for  
Self-Determined Learning

## **Questions?**