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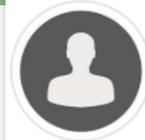
Self and Career Planning: A Multi-faceted Review from a Cross-cultural Perspective with Practical effective Strategies and Recommendations Highlighted

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Learning & Teaching Expo
學與教博覽

Self and Career Planning: A Multi-faceted Review from a Cross-cultural Perspective with Practical effective Strategies and Recommendations Highlighted

- Part I

Career planning intervention strategies in Mainland **China**: a systematic review

- Part II

Self-determination and transition outcomes of people with disabilities: Intervention studies in **USA**

- Part III

培養有特殊學習需要學生積極的自我概念: 基於**日本**文獻的個案分析

Career planning intervention strategies in Mainland China: a systematic review

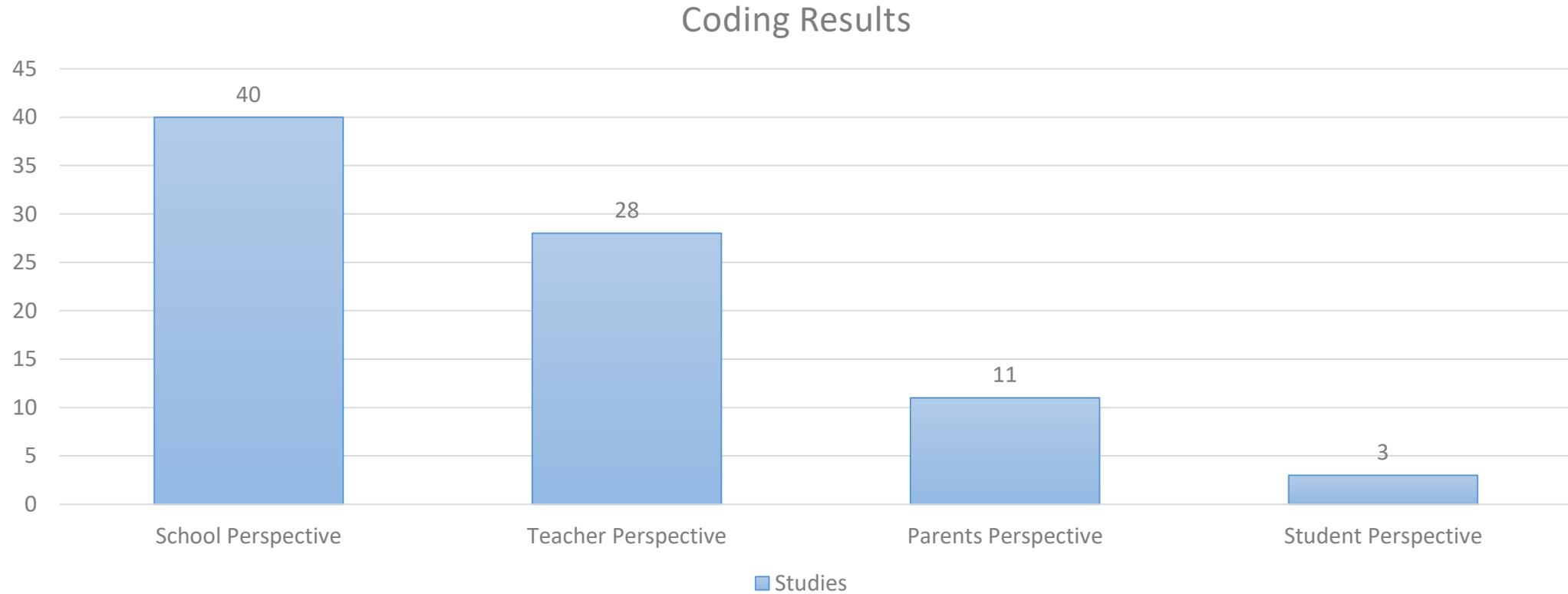
Dr. Lan YANG, Mr. Yiqi WU & Prof. Kuen Fung SIN

The Education University of Hong Kong

Design: A review on research on career planning through vocational training in mainland China from 1994 to 2019

- Studies of Chinese SEN students' career planning through vocational training has started since 1994.
- This review focuses on 66 studies which introduce intervention strategies (52 studies; 14 empirical studies).
- From 4 main aspects (schools, teachers, parents and students)

Research trend

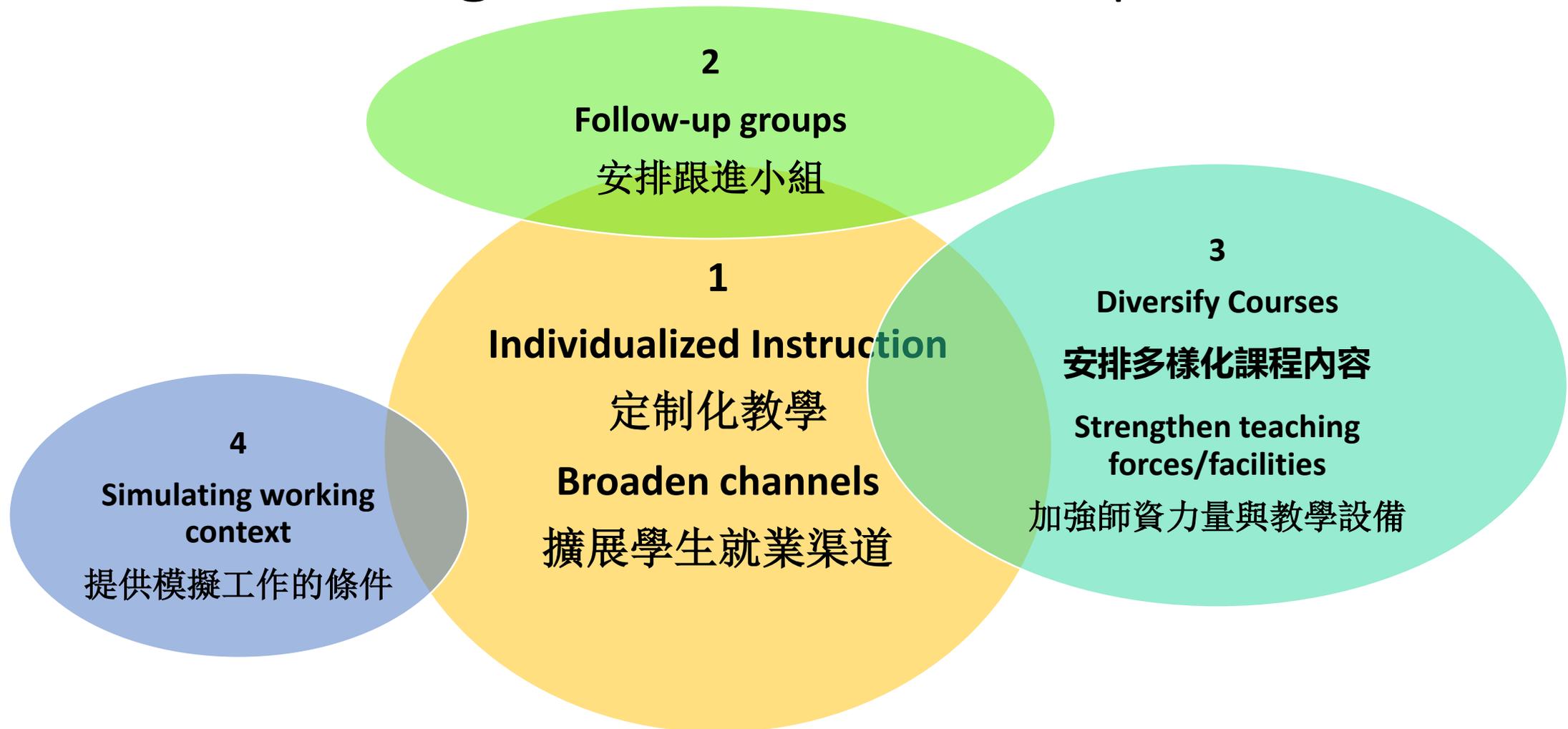


- As for the interventions from different aspects.
 - School (20% are empirical studies)
 - Teacher (21.43% are empirical studies)
 - Parents (54.55% are empirical studies)
 - Students (66.67% are empirical studies)

Recommended intervention strategies: Findings from School Perspective

No. of studies	Rank	Strategies	Explanations	Effects
18	1	Individualized Instruction 定制化教學	Design lessons based on students' characteristics and needed abilities from organizations	Researchers think by providing instructions based on the needs from both students and organizations will be more effective
18	1	Broaden channels 擴展學生就業渠道	Cooperate with government/social enterprises	Research shows that, schools cooperated with government/social enterprises would have relatively higher employment rate
12	2	Follow-up groups 安排跟進小組	Set-up follow-up staff for after completed training courses	Researchers found by applying school staff to provide follow-up training/services for SEN students can help them gather information regarding improve their training courses and what is needed
6	3	Diversify Courses 安排多樣化課程內容	Provide more types of courses, instructional methods	SEN students tend have low self-esteem, by providing various courses can increase their interest in learning, which has significant improvement in learning effectiveness
6	3	Strengthen teaching forces/facilities 加強師資力量與教學設備	Invite experts for conference or guidance for teachers	Due to current teaching circumstance (most schools lack of professional qualified teachers), researchers think it is necessary schools should invite more professional teachers to guide vocational training
3	4	Simulating working context 提供模擬工作的條件	Providing working context to SEN students(e.g. cooperating with community or organizations)	Research has proved students trained in simulated working context would have higher possibility for getting jobs

Recommended intervention strategies: Findings from School Perspective



Recommended intervention strategies: Findings from Teacher Perspective

No. of studies	Rank	Strategies	Explanations	Effects
18	1	Increase interest/self-concept 提高學生的興趣與自我概念	Design lessons in class which can increase students' interest in learning or enhance self-concept	Previous research has proved that when teacher increases students' interests in classes, learning processes have been catalyzed
15	2	Psychological counseling 為學生提供心理輔導	Provide psychological counseling services for students; build mental file for each students	Researchers indicate it is important for teacher to understand each students' psychological status, and provide psychological counseling services during the process of vocational training
13	3	Ethical beliefs training 職業教育與道德教育	Integrate working related moral code training in classes	Scholars suggest vocational ethics training should be provided, and research indicate students who have higher social responsibilities would have higher employment rate
7	4	Professional qualities 提高老師的教學素養	Teachers should equipped professional characteristics	Research suggests increasing teachers' sensitivity (teachers should know what their students need) to facilitate learning
4	5	Interpersonal relation coaching 教導人際關係的處理	Instruct students' abilities to work with their classmates/peers	Interpersonal training will facilitate SEN students' abilities to work with others, learning motivation will be enhanced especially when work with regular students
3	6	Utilizing multi-media 使用多媒體輔助教學	Using auxiliary devices in lessons	Research found when using auxiliary devices (e.g. iPad) has significant advantage in helping students understand comprehensive concepts
2	7	Resocialization training 再社會化訓練	Group psychotherapy; Person-centered therapy	Based on case studies, resocialization training will not only benefits in SEN students' engagement with others, but also can have basic abilities in self-care
2	7	Simplifying process 簡化所需要學的技術	Using methods (e.g. flow chart) to simplify required learning skills	Simplified instructional methods catalyzed students' abilities in understanding for the related working skills

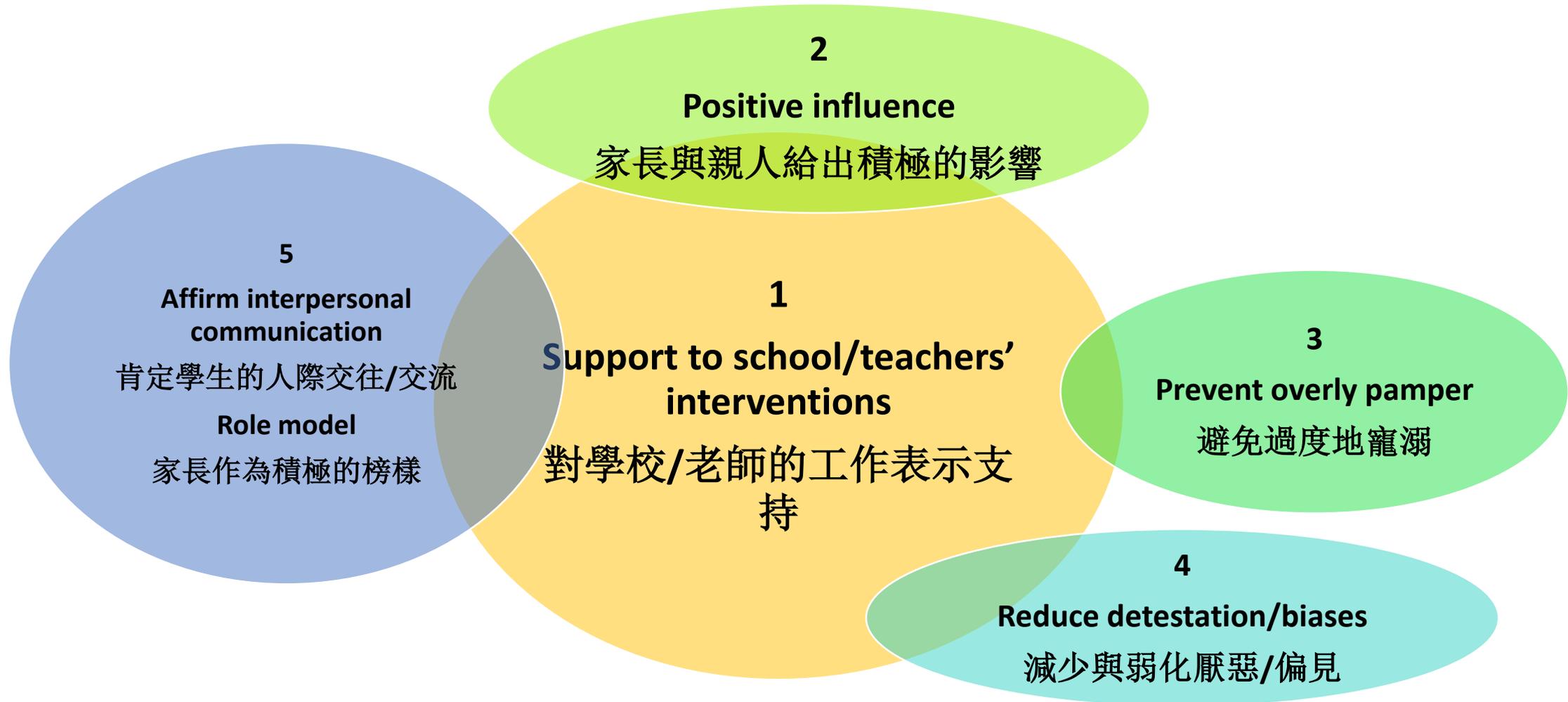
Recommended intervention strategies: Findings from Teacher Perspective



Recommended intervention strategies: Findings from Parents Perspective

No. of studies	Rank	Strategies	Explanations	Effects
6	1	Support to school/teachers' interventions 對學校/老師的工作表示支持	Parents should cooperate with schools or teachers' efforts in education	Parents' rational communicate with school or teachers, can increase of students' acceptance in vocational training preparation (especially in psychological preparation)
4	2	Positive influence 家長與親人給出積極的影響	Express positive attitudes toward students, help them build confidence	SEN students' confidence in career is significantly influenced by families' attitude and beliefs, by expressing positive attitudes can help students increase their self-efficacy in working
3	3	Prevent overly pamper 避免過度地寵溺	Prevent the feeling to make up for kids; don't do anything for them	When parents' attitude that they want to make up for students, will not only undermine training qualities, but also prejudiced their self-efficacy
2	4	Reduce detestation/biases 減少與弱化厭惡/偏見	Prevent negative attitudes toward students is also need to be forbidden	Research shows there are some parents would have disgust or aversive emotions, these kind of feelings have critically damaged students' self-esteem
1	5	Affirm interpersonal communication 肯定學生的人際交往/交流	Parents should express their recognition in students' interpersonal communitive progress	Scholars suggest parents' recognition in students' improving in communicating skills would reinforce them to keep use learned skills
1	5	Role model 家長作為積極的榜樣	Parents' attitudes toward educational value	Parents' (especially from father's) attitude about SEN students' vocational education would lead to students' social cognitive development and experiences accumulation
1	5	Social-economic status 家庭經濟狀況	Measure of families' social and economic combined total measure	Research shows with the higher SES, students would have better educational resources

Recommended intervention strategies: Findings from Parents Perspective



Recommended intervention strategies: Findings from Students Perspective

No. of studies	Rank	Expected Strategies	Explanations	Effects
2	1	Acceptance/interests in training 對於所學的課程的接受度以及興趣	Viewpoint from student themselves about if they are interested/engaged in the courses	Self-reported reflects students' interests or if their engagement in courses has established, they would contribute more efforts in learning
1	2	Practical opportunities 可以實際操作的機會	The desire from students to have more opportunities to practice their learned skills	Interviewed results show SEN students from vocational training usually want more internship to have deeper understanding of their learned skills or the work itself

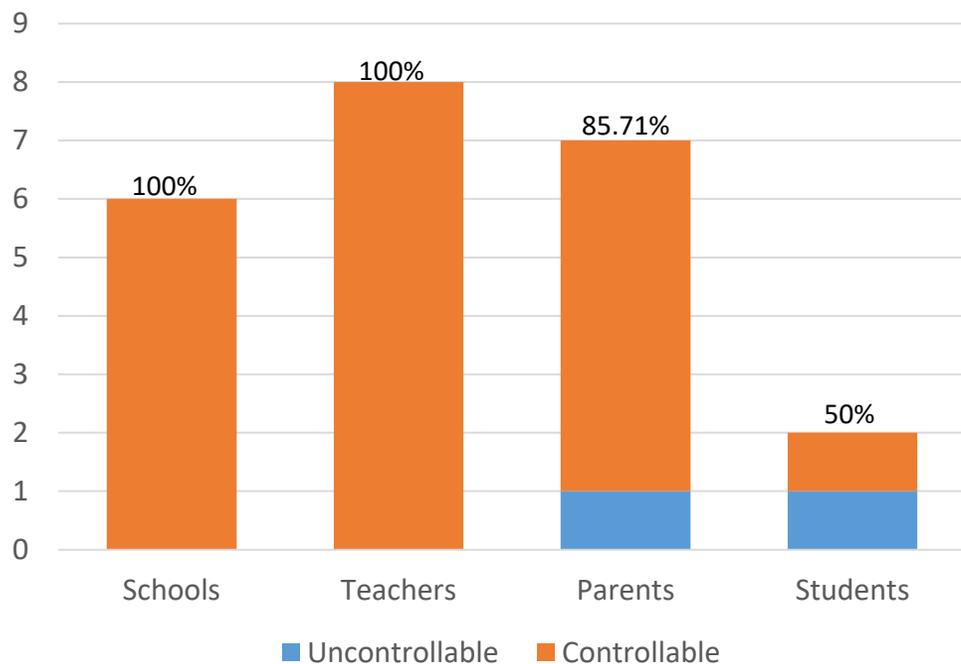
Expected intervention strategies: Findings from Students Perspective



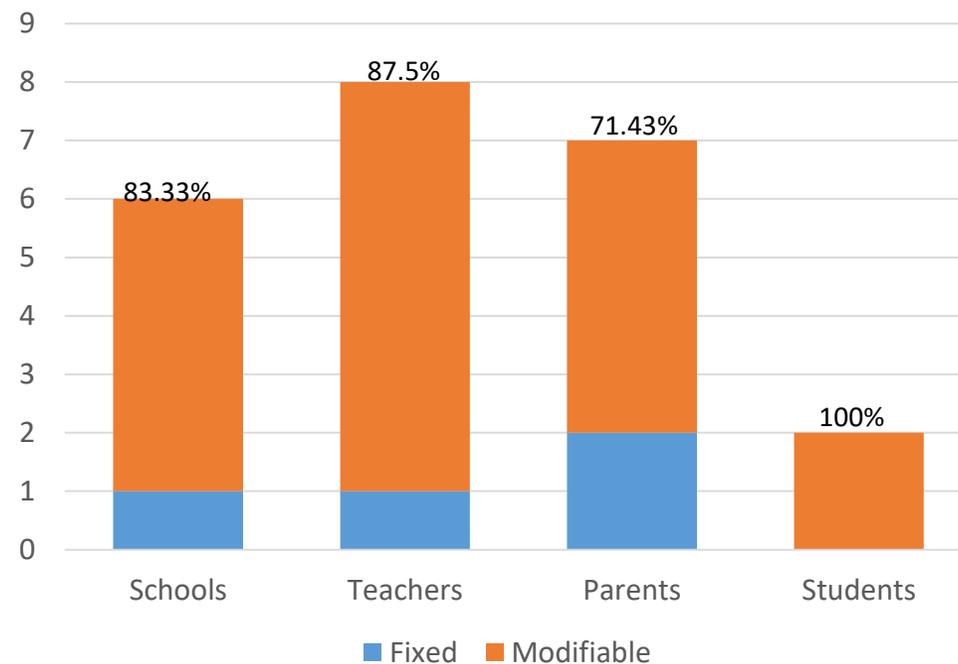
Conclusion

- Features of these strategies: A quick view

Controllable strategies
可控制的策略



Modifiable strategies
可改變的策略



Conclusion

- Similarities among these intervention strategies to support career planning
- 不同層面支持生涯規劃的策略存在的相似點
 - *Strengthen teaching forces/facilities & Professional qualities Utilizing multi-media*
加強師資力量與教學設備&提高老師的教學素養
 - *Simulating working context & Practical opportunities*
提供模擬工作的條件&可以實際操作的機會
 - *Psychological counseling & Support to school/teachers' interventions*
為學生提供心理輔導&對學校/老師的工作表示支持
 - *Interpersonal relation coaching & Affirm interpersonal communication*
教導人際關係的處理&肯定學生的人際交往/交流

Remarks

- These intervention strategies without being highlighted in red include those perceived as sub levels of these strategies highlighted.
- Given that over 60 references were reviewed, we did not list all of them here. If you are interested please feel free to contact Dr. Yang Lan at yanglan@eduhk.hk

Self-determination and transition outcomes of people with disabilities: Intervention studies in USA

Dr. Lan Yang, Ms. Purvi Vyas & Prof. Kuen Fung Sin
The Education University of Hong Kong

What is self-determination (SD)?

In educational context, self determination is defined based on the purpose of one's actions.

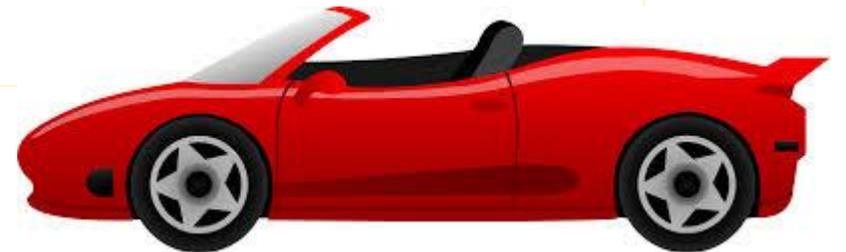
“ Self determination is defined as **one's agency to make his/her life choices and decide the course of actions about the quality of their life** without external, unwarranted guidance and pressure.
(Wehmeyer, 1990, 1998, 2001) ”

Self determination can be enhanced by **3 key components:**

1. **C**ompetence
2. **A**utonomy
3. **R**elatedness

(Ryan & Deci, 2000)

CAR



Why self-determination is important to transition outcomes of people with disabilities?

The problems people with disabilities face in USA context:

- Low SD level result into hesitation to disclose disabilities and missing the support offered to pass the college
- **Huge gap in employment rate between people with disability (40%) and without disability (80%)**
- Higher poverty rate for people with disability compared to people without disability

Links between self-determination and transition outcomes based on reserach:

- **Higher self-determination results in better transition outcomes** (Shrogen & Ward, 2018)
- Better SD levels can improve students' learning performance, achievement of learning & transition goals, and provide them better chances of getting into general education curriculum. (Shrogen & Ward, 2018, p. 190)
- Gaining higher SD levels helps enjoy better way of life, enriched relaxation and entertainment activities, and better preferences

Three evidence-based studies linking self-determination to transition outcomes of people with disabilities

Our review on intervention studies by **using SD enhancement program** to promote transition outcomes of people with disabilities:

1. Wehmeyer and Schwartz (1997)
2. Wehmeyer and Palmer (2003)
3. Shogrem, Wehmeyer, Palmer, Rifenshark, and Little (2015)

The first study empirically tested the link between self-determination and adult outcomes: Wehmeyer and Schwartz (1997)

- **Participants:** 87 USA students with Cognitive disabilities: mild mental retardation (50%) & learning disabilities (50%)
- **Measured:**
 - SD using four essential individual behavior characteristics known as autonomy, self-regulation, psychological empowerment and self-realization
 - Adult outcomes using a follow-up survey that involved questions related to employment history, education after exiting high school, accommodation (living arrangements) and integration with the community.
- **Results:**
 - **The high SD group had more positive scores for adult outcomes compared to the low SD group.**
 - Students with a higher degree of SD showed higher autonomy and they were more likely to get employed for better hourly payments.
 - Proved SD as an essential educational outcome for SEN students to gain positive adult outcomes after graduation.

The second study validated the link between self-determination and adult outcomes: Wehmeyer and Palmer (2003)

Participants: 94 US students with cognitive disabilities; Learning disabilities (64%) and mentally retarded (36%)

Measured: self-determination and similar adult outcomes two times, at year 1 and in year 3 after high school

Results:

- Significant changes observed between year 1 and year 3 for the high SD group, indicating that they were more likely to do better in terms of living independently, most indicators of employment as well as job benefits and most indicators of financial independence
- Results **validated the significance of the enhanced self-determination for the positive adult outcomes** for the youth with disabilities.

The third study with a bigger sample, an intervention and a control group established a causal link between self-determination and adult outcomes: Shogrem, Wehmeyer, Palmer, Rifenburg, and Little (2015)

Participants: 779 USA students with learning disabilities (37%), intellectual disabilities (30%) and health-related disabilities (33%)

Measured: self-determination and similar adult outcomes at the end of the 1st and 2nd years after graduation

Intervention: Various research-based interventions were used in different schools*

Results:

- Found **consistent results** as previous studies
- The intervention group **showed more stability in adult outcomes** compared to the control group.
- The degree of SD students have at the completion of high school influenced their adult outcomes.
- SD at the final year of high school **estimated better outcomes for community access** and **employment** (increased salary, perks and chances for professional development)
- The study suggests that, “in practice, teachers can consider SD interventions a useful component of their limited instructional time, particularly to promote employment and community access in adulthood.”

Practical Effective Strategies & Recommendations

1. Use of teaching model involving students in SD: SDLMI

- **Designing learning and support systems** using Self-Determined Learning Model of Instruction (SDLMI) by the teachers, support staff and family members.
- It helps to set a goal, develop an action plan, and evaluate their progress.
- Allows to make choices, solve problems, make decisions, and involve in self-advocacy
- Usable with various learning goals, like academic, social, behavioral, recreational etc.

2. Multi-component interventions: (Cobb, Lehmann, Newman- Gonchar, & Alwell, 2009)

- Focusing on **development of multiple self-determination skills** – goal-setting, problem solving, decision making, choice making, self-advocacy simultaneously—tend to be the most effective
- Effectiveness arising from the focus on multiple skills and their application across environments

討論

自我決定對殘疾人士的過渡期的結果是很重要的(Shogren et al., 2015; Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1997). 近期對中國學生的研究中發現了自我決定能力是“一項促進在中學的職業培訓後的過渡期中有獨特價值的關鍵因素” (Angell et al., 2019, p. 129).

應用: 近期基于大样本以及干预研究发展出的自我決定學習模型的教學法(SDLMI) (Burke et al., 2019; Shogren et al., 2019) 对于帮助提升有残疾的人士的自我決定能力是一个比较有实践应用价值的学习模型。该模型方便研究者或老師們使用在有殘疾問題的人士上 並且可以依據對不同的個體所需要的不同的自我決定能力和過渡結果進行調整(Angell et al., 2019; Yang et al., in-press).

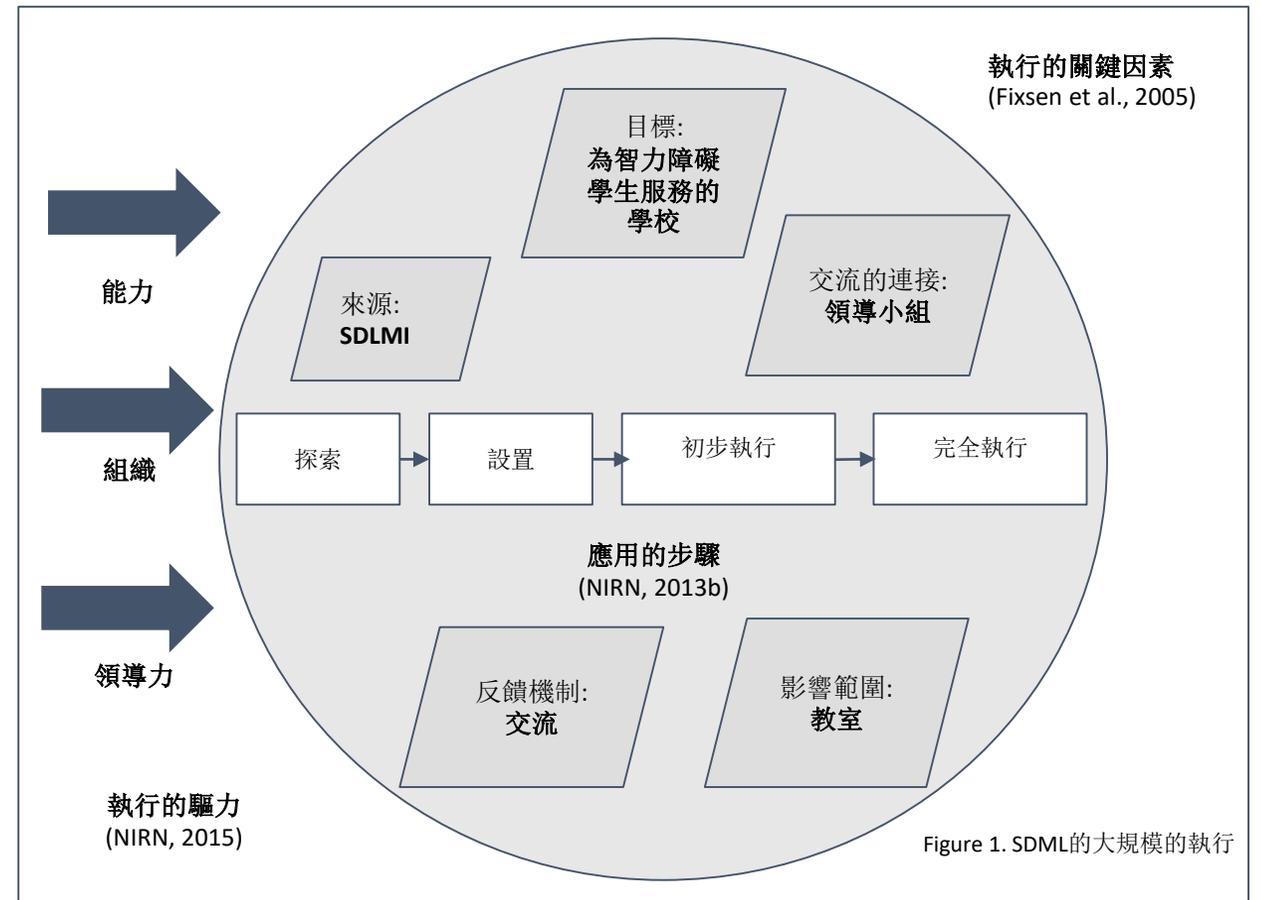


Figure 1. SDML的大規模的執行

Source from Burke et al., 2019, p. 22

NIRN =The National Implementation Research Network

可實施的有效策略及推薦

1. 使用涵蓋了學生的自我決定的課程設置:自我決定學習模式的教學法 (SDLMI)

- 利用教師、學校人員和家庭成員的自我決定學習模式的教學法 (SDLMI) 來**設計學習和支持性的系統**
- 對於目標的設置、安排計劃以及評估他們的進步都有幫助
- 有助於學生做出選擇、解決問題、做出決定和融入自我倡導
- 在對學業、社會、行為、娛樂等多方面上的學習目標都有實用性

2. 多因素指導方法: (Cobb, Lehmann, Newman- Gonchar, & Alwell, 2009)

- 側重在**發展多重性的自我決定的技能**—設定目標、解決問題、做決定、做選擇、同時也進行自我倡導—將會最好地體現出其效果
- 該方法的效果將從對多樣性的技能以及他們在不同環境下的應用的聚焦中而被體現出來

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培養有特殊學習需要學生 積極的自我概念： 基於日本文獻的個案分析

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研究機構**68**所
教員培養機構約**120**所（**2018**年統計）



制度及管理、協作



研究成果細緻，應用廣泛

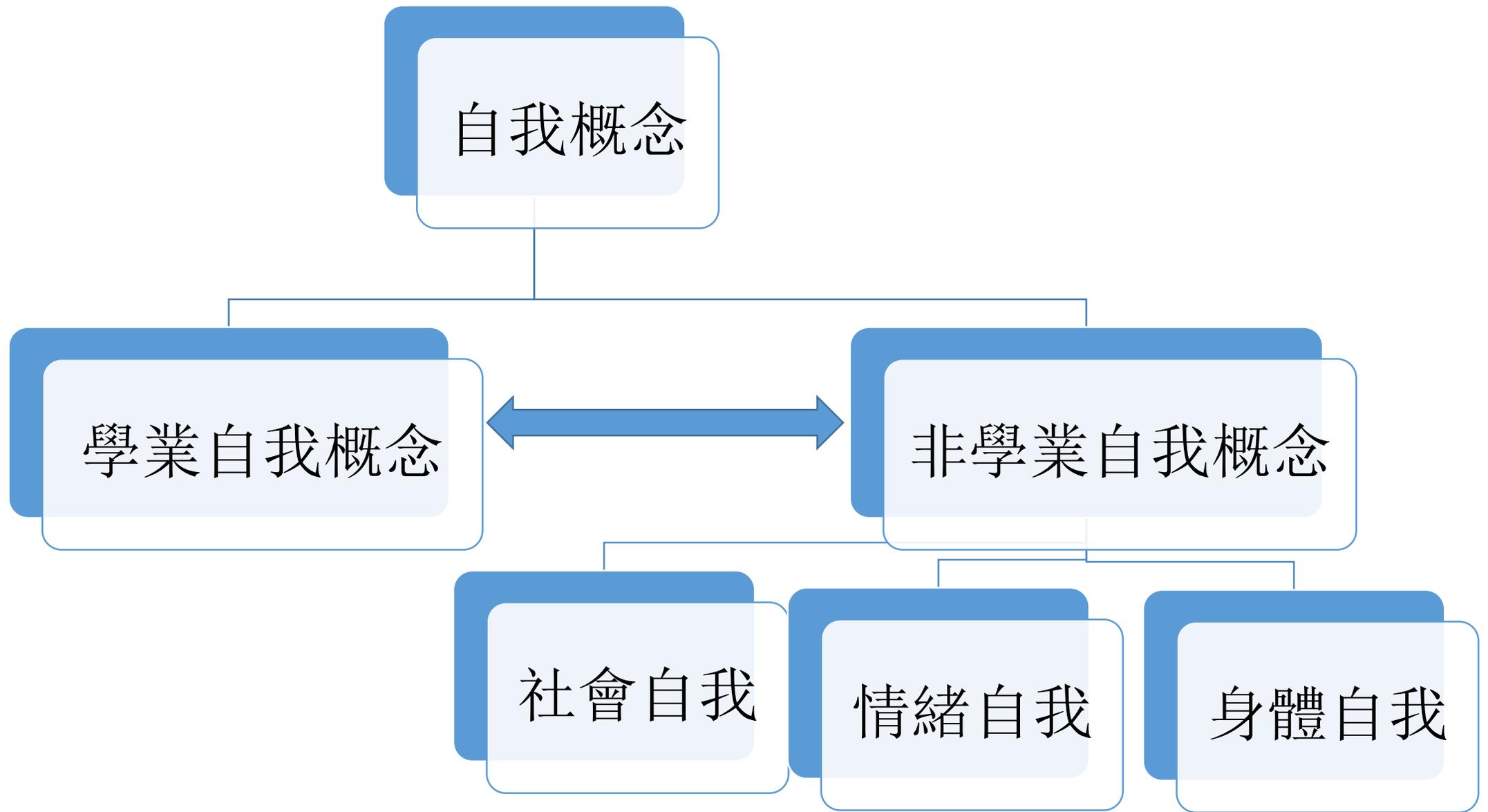
以新瀉大學長澤研究室為例
介紹
培養有特殊學習需要學生積極的
自我概念

①日本文部科学省

http://www.mext.go.jp/a_menu/shotou/tokubetu/013.htm

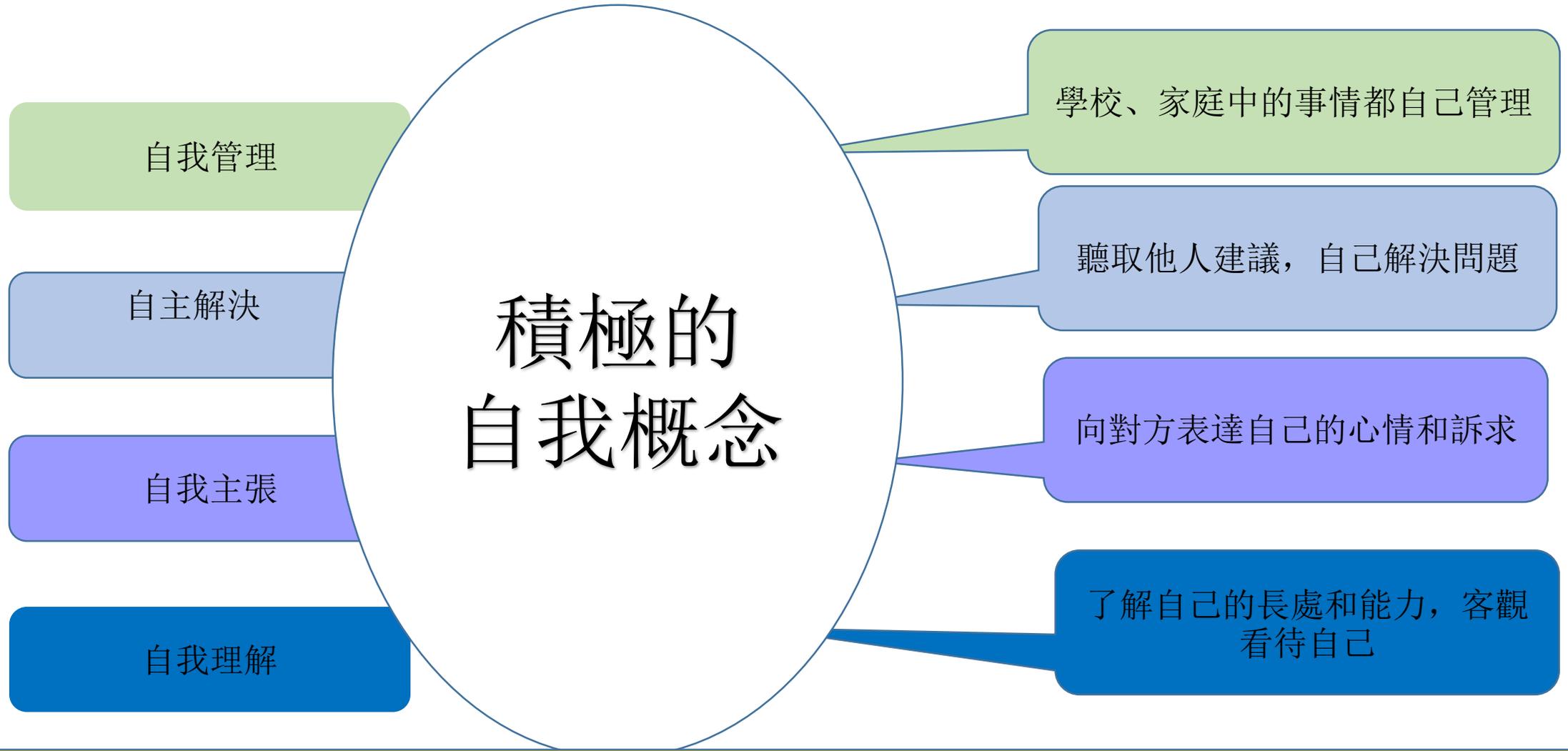
②JASSO

https://www.jasso.go.jp/gakusei/tokubetsu_shien/chosa_kenkyu/kaiketsu/column/column15.html



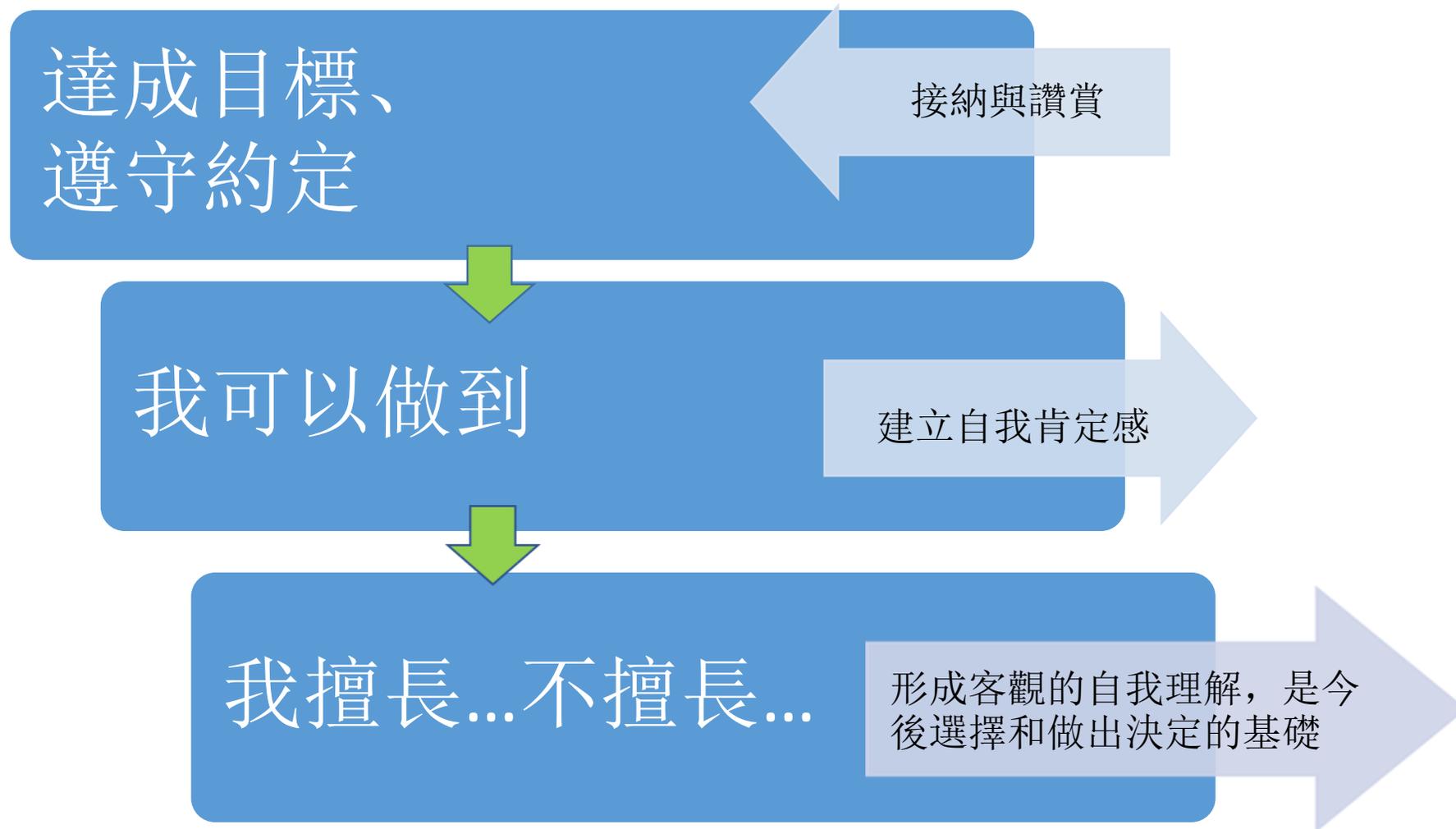
Shavelson, Huber, Stanton (1976)

融合教育的四個主要效用



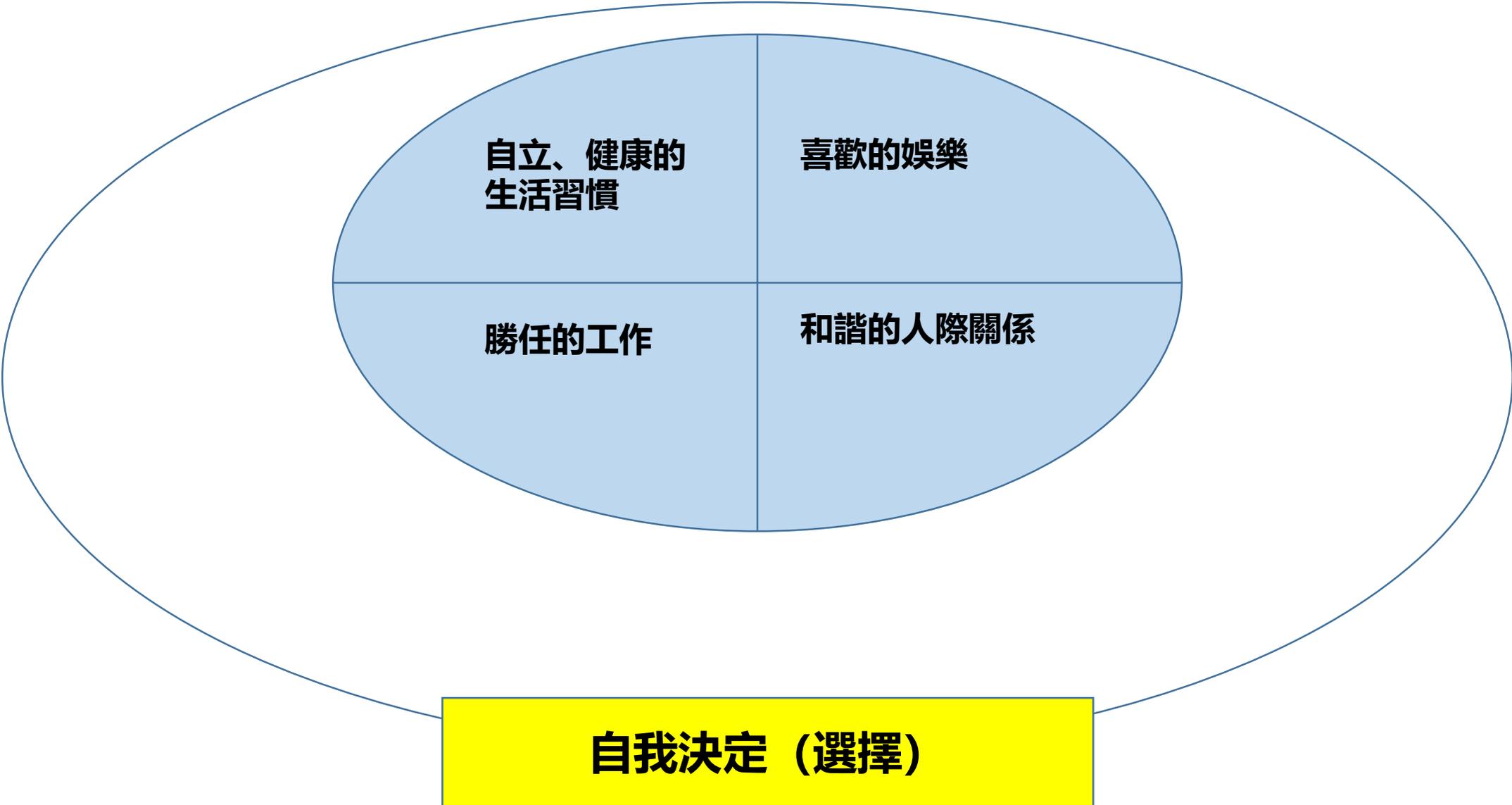
積極的自我概念有助於將來個人職業和生活的選擇

自我理解的過程

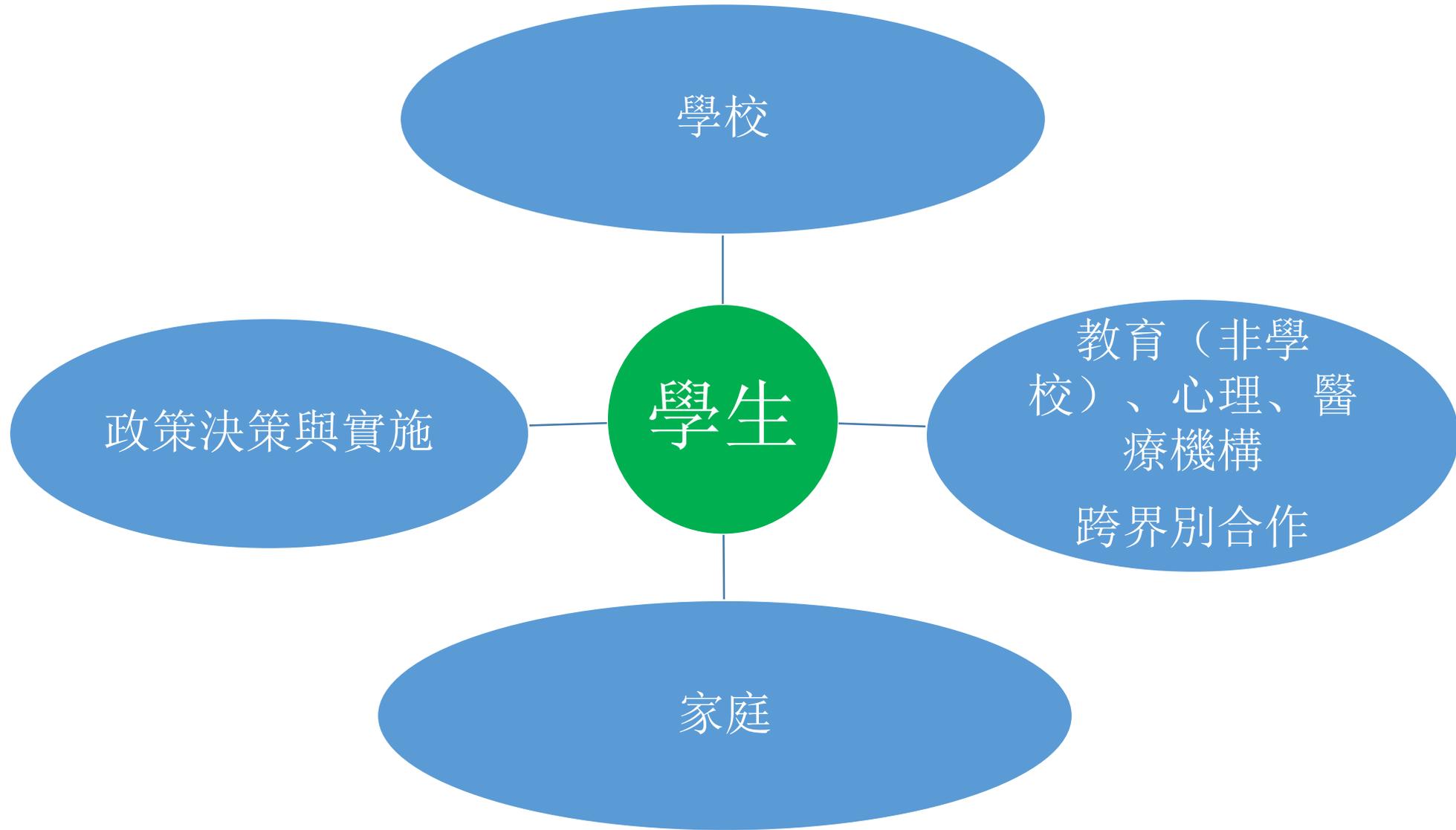


有了成功的體驗，並且個人有意識地對這種體驗進行肯定，由此形成客觀的自我理解。

從有特殊學習需要學生的自我理解到自我決定 (self-determination)



跨界別合作培養有特殊學習需要學生積極的自我概念



培養學生積極的自我概念和生涯規劃 有效的策略和建議

- 1、**建立積極的自我概念**
- 2、**學會自我決定（選擇）**
- 3、**家校合作、跨界別參與**

Thanks for your listening

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Kenneth Sin



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