

## Teacher Informed Consent Statement

Possible Selves and Self-Determination: Improving Transition Outcomes for High School Students with Learning Disabilities

### KEY INFORMATION

- This project is studying the impact of a Transition Program for 10<sup>th</sup> grade students with learning disabilities on their successful transition from high school to college, technical school, or a career of their choice. The overarching goal of the study is to support research that contributes to the improvement of transition outcomes of secondary students with disabilities. This proposal addresses an area of critical need and importance in transition/secondary education: interventions that promote self-identity and self-determination (SD) and how these critical areas of adolescent development improve academic and transition outcomes.
- Your participation in this research project is completely voluntary.
- Your participation will take about 2-4 hours per month (plus an initial full day PD session). The assigned intervention will be taught for 20-30 minutes per week during regularly scheduled transition class time. No additional instructional time is required. Professional development (PD) and coaching will be provided to you on how to implement the transition program; PD and coaching sessions will be conducted virtually. Teachers will attend one initial PD session at the beginning of the school year (approximately 6 hours), as well as once monthly coaching session (1 hour per month).
- You will be asked to do the following procedures:
  - Teach students by embedding into your existing course one of three randomly assigned interventions: (a) Track 1; (b) Track 2; or (c) Track 3.
  - Participate in PD and virtual coaching.
  - Participate in brief interviews/surveys throughout the year to collect feedback on your assigned intervention
  - More detailed information on the procedures can be found below.
- All of the interventions used in Tracks 1, 2, and 3 have been taught to large number of students. No risks or discomforts have been reported by teachers, parents or students who have participated in the programs. Students and teachers report high levels of satisfaction with the programs.
- Previous evaluations for the Track 1 intervention have shown that students are able to identify significantly more goals for the future as persons and learners than students who did not receive the Track 1 intervention. Studies conducted on Track 2 program components showed promise in the areas of higher-order reasoning and accessibility. In addition, in rigorous studies of the Track 3 intervention, students learned important skills in how to reach goals, overcome barriers to goal attainment, and advocate for themselves than students who did not receive the program. Teachers report that they enjoy teaching all three interventions.
- Your alternative to participating in this research study is not to participate.



## DETAILED INFORMATION

### INTRODUCTION

The Center for Research on Learning at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with this unit, the services it may provide to you, or the University of Kansas.

### PURPOSE OF THE STUDY

The purpose of this proposal is to examine the efficacy of a multicomponent transition intervention that will markedly improve key transition outcomes for high school students with learning disabilities (LD) or at risk of LD and their ability to effectively apply skills and knowledge to successfully transition to post-secondary education or desired careers.

### PROCEDURES

You will be randomly assigned to teach students using one of the following three programs: (a) Track 1; (b) Track 2; or (c) Track 3. Track 1 is based on goal theory and is intended to support students to think about what they want to be, to be like, and to do in life. These future possible selves can be academically and personally motivating and support transition planning and outcome attainment. Track 2 is an evidence-based instructional program created to support instruction and student learning through the organization of curriculum content in an understandable and easy-to-learn manner. The organizational structures and tools in this program promote accessibility and higher-order reasoning. Track 3 is a program designed to guide students through a personal goal identification process while strengthening student problem-solving skills. Teachers model and practice skills with students that foster self-determined behaviors.

You will receive approximately 6 hours of synchronous PD to learn your assigned intervention. All intervention support materials will be provided. In addition, you will participate in 9 synchronous virtual coaching sessions (1 hour each) over the course of the school year.

We will record video or audiotapes of some study activities to support evaluation of this transition program. This will include sample(s) of you teaching your assigned intervention, as well as interviews and coaching sessions. Classroom recordings can focus on teacher only, if any students do not consent to recording. You have the option of having recording stopped at any time. However, if you stop recording, you will not be able to participate in the study. It is necessary to record these study activities in order to accurately evaluate this transition program and to produce accurate transcriptions. We may use direct quotes from recordings, however your name will not be attached to any such quotation or any transcription made from the recordings. The recordings will be transcribed by project staff employed by KU and trained in transcription. All transcribed interviews, and all records, will be stored in locked cabinets and secured to ensure that transmission or release of private information does not occur. Only study research personnel will have access to the recording/transcription. In accordance with the U.S. Department of Education's funding requirements, all recorded information will be securely maintained for seven years.



## RISKS

There are no burdens, inconveniences, pain, discomforts, or risks associated with participation in the study.

## BENEFITS

We expect that 10<sup>th</sup> grade students with learning disabilities will be able to transition from high school environments to either post-secondary education or engagement in a self-determined career. We expect that parents/guardians and society at large will benefit from the inclusion of students with disabilities in society as productive, independent citizens. We expect that teachers will benefit by enhancing their knowledge and skills in supporting transition of students with learning disabilities.

## PAYMENT TO PARTICIPANTS

Teacher participants will be paid a total of \$750 per school year for participation in this study. The stipend will be split into three payments (\$150 after completion of initial synchronous PD session, \$300 after completion of semester one activities, \$300 after completion of semester two activities. All study procedures must be completed to receive stipend payments. Investigators may ask for your social security number in order to comply with federal and state tax and accounting regulations.

## PARTICIPANT CONFIDENTIALITY

Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study. Instead, the researcher(s) will use a study number or a pseudonym rather than your name. Your identifiable information will not be shared unless (a) it is required by law or university policy, or (b) you give written permission.

Permission is granted on this date to use and disclose your information remains in effect for five years after the conclusion of the grant. By signing this form, you give permission for the use and disclosure of your information, excluding your name, for purposes of this study for the stated time period.

## PRIVATE INFORMATION (DATA) AND/OR BIOSPECIMENS

Your identifiable information will not be used or distributed for future research studies even if your identifiable information is removed.

## REFUSAL TO SIGN CONSENT AND AUTHORIZATION

You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from the University of Kansas or to participate in any programs or events of the University of Kansas. However, if you refuse to sign, you cannot participate in this study.



## CANCELLING THIS CONSENT AND AUTHORIZATION

You may withdraw your consent to allow your participation in this study at any time. You also have the right to cancel your permission to use and disclose further information collected about you, in writing, at any time, by sending your written request to:

Michael Hock, Ph.D., The University of Kansas Center for Research on Learning, 1122 West Campus Road, JRP Hall, Rm 720, Lawrence, KS 66045, mhock@ku.edu.

If you cancel permission to use your information, the researchers will stop collecting additional information about you. However, the research team may use and disclose information that was gathered before they received your cancellation, as described above.

## QUESTIONS ABOUT PARTICIPATION

Questions about procedures should be directed to the researcher(s) listed at the end of this consent form.

## PARTICIPANT CERTIFICATION:

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my child's rights as a research participant, I may call (785) 864-7429, write to the Human Research Protection Program (HRPP), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7568, or email irb@ku.edu.

I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

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Type/Print Participant's Name

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Date

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Participant's Signature

## Researcher Contact Information

Michael F. Hock, Ph.D.  
Principal Investigator  
Center for Research on Learning  
1122 West Campus Road  
JRP Hall, Room 720  
University of Kansas  
Lawrence, KS 66045



785 331 8297  
mhock@ku.edu

